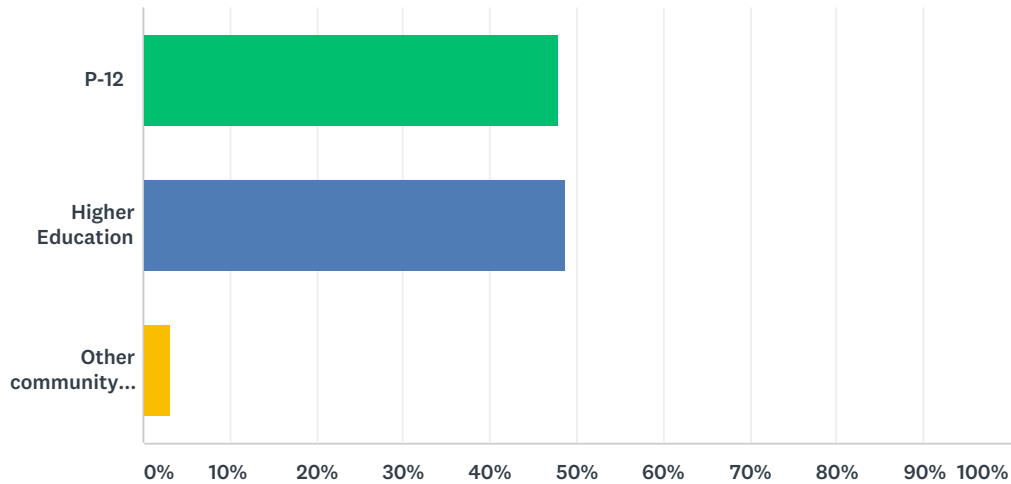


Q1 Are you a member of the P-12 or higher education community?

Answered: 594 Skipped: 0



ANSWER CHOICES	RESPONSES
P-12	47.98% 285
Higher Education	48.82% 290
Other community member (please specify)	3.20% 19
TOTAL	594

#	OTHER COMMUNITY MEMBER (PLEASE SPECIFY)	DATE
1	Member of BOTH Communities P-12 / K-12 since before 2002, and Higher Education dating back to 1977. Author of "Teaching: Not For Dummies // Substance Abuse Awareness: A Guidebook" [an inexpensive handbook for newer Teachers] Publisher - www.XLIBRIS.com	3/22/2018 2:56 PM
2	P-12 and Higher Education	3/20/2018 3:30 PM
3	Both P-12 and Higher Education	3/20/2018 12:14 PM
4	Both P-12 and Higher Ed	3/19/2018 11:32 AM
5	President of New York Library Association/Section of School Librarians	3/17/2018 8:08 PM
6	Student	3/16/2018 2:53 PM
7	Also adjunct at St. Lawrence University since 2005	3/14/2018 2:42 PM
8	Adolescence Education Graduate Student	3/14/2018 12:50 AM
9	Cooperating Teacher, Instrumental Music	3/8/2018 5:56 PM
10	Both	3/6/2018 9:45 PM
11	Center for Workforce Development Adult Education	3/5/2018 11:37 AM
12	citizen and parent	2/23/2018 4:50 PM
13	American Museum of Natural History: Richard Gilder Graduate School	2/15/2018 12:37 PM
14	ECSE and higher education	2/15/2018 10:07 AM
15	Teacher - grades 11-12, Adapted Physical Education	2/15/2018 6:37 AM
16	Community Based Organization (Afterschool)	2/14/2018 7:38 PM

17	university partnership with K-12	2/14/2018 4:41 PM
18	project	2/14/2018 3:51 PM
19	both	2/14/2018 2:25 PM

Q2 Name of your school district/BOCES.

Answered: 286 Skipped: 308

#	RESPONSES	DATE
1	Sachem CSD/ES BOCES	3/23/2018 6:56 PM
2	Webster Central	3/22/2018 6:54 PM
3	PNW BOCES	3/22/2018 6:31 PM
4	ICSD	3/22/2018 11:45 AM
5	Berne-Knox-Westerlo CS	3/22/2018 9:51 AM
6	Berne-Knox-Westerlo CSD	3/22/2018 8:25 AM
7	Berne-Knox-Westerlo CSD	3/22/2018 7:21 AM
8	East Williston UFSD/ Nassau BOCES	3/21/2018 10:47 PM
9	Rochester City School District	3/21/2018 9:04 PM
10	Fairport	3/21/2018 8:46 PM
11	Berne-Knox-Westerlp	3/21/2018 4:43 PM
12	The College at Brockport	3/21/2018 1:39 PM
13	Wyandanch UFSD	3/21/2018 10:23 AM
14	Berne-Knox-Westerlo	3/21/2018 9:05 AM
15	Gates Chili Central School District	3/21/2018 7:40 AM
16	Gates Chili	3/21/2018 7:35 AM
17	Greece Central	3/21/2018 7:08 AM
18	Victor CSD	3/21/2018 5:40 AM
19	Rush-Henrietta	3/20/2018 10:08 PM
20	Greece	3/20/2018 9:49 PM
21	District 25 (Flushing, NY)	3/20/2018 9:49 PM
22	Horseheads / greater southern tier	3/20/2018 8:50 PM
23	York	3/20/2018 7:16 PM
24	Greece central	3/20/2018 6:58 PM
25	Manhattan Charter School	3/20/2018 2:15 PM
26	Honeoye Falls Lima	3/20/2018 1:46 PM
27	Amherst Central Schools	3/20/2018 12:57 PM
28	Cohoes/Capital Region	3/20/2018 12:21 PM
29	Rochester City School District	3/20/2018 10:56 AM
30	Rochester City School District	3/20/2018 9:36 AM
31	East Williston UFSD	3/20/2018 9:35 AM
32	Rome City School District	3/19/2018 10:33 PM
33	Freeport	3/19/2018 5:57 PM
34	capital region boces	3/19/2018 1:11 PM
35	Questar III	3/19/2018 12:10 PM

36	Smithtown CSD	3/19/2018 11:28 AM
37	Cohoes City School District	3/19/2018 10:15 AM
38	Greenwich Central School	3/19/2018 9:14 AM
39	Indian River CSD, Jefferson/Lewis BOCES	3/19/2018 8:47 AM
40	Freeport	3/19/2018 7:46 AM
41	Sachem Central Schools	3/19/2018 7:20 AM
42	Freeport High School	3/19/2018 7:02 AM
43	West Islip	3/18/2018 8:54 PM
44	Hudson Falls CSD	3/18/2018 8:27 PM
45	Pulaski Academy Central Schools	3/18/2018 7:06 PM
46	Hermon-DeKalb CSD	3/18/2018 6:20 PM
47	Kenmore Tonawanda Union Free School District	3/17/2018 9:35 PM
48	Byramhills Hills School District	3/17/2018 9:32 PM
49	Liverpool Central School District	3/17/2018 8:07 PM
50	Mahopac Central School District	3/17/2018 7:25 AM
51	New york	3/17/2018 7:23 AM
52	Smithtown Central School District	3/16/2018 8:06 PM
53	Tapestry charter school	3/16/2018 6:47 PM
54	West Islip	3/16/2018 4:48 PM
55	NYC DOE	3/16/2018 4:03 PM
56	Washingtonville Central School District	3/16/2018 2:21 PM
57	Elmira	3/16/2018 1:09 PM
58	Alfred-Almond Central School	3/16/2018 12:31 PM
59	Massena, NY 13662	3/16/2018 12:21 PM
60	Buffalo, NY	3/16/2018 11:56 AM
61	ccsd	3/16/2018 11:56 AM
62	Clifton-Fine CSD	3/16/2018 11:29 AM
63	Brasher Falls	3/16/2018 10:43 AM
64	Homer	3/16/2018 9:40 AM
65	Indian River Central School District	3/16/2018 8:56 AM
66	Smithtown Central School District	3/15/2018 6:11 PM
67	4	3/15/2018 6:00 PM
68	Mamaroneck	3/15/2018 3:23 PM
69	Potsdam	3/15/2018 2:18 PM
70	01M364 NYC DOE	3/15/2018 2:13 PM
71	Indian River Central Schools	3/15/2018 1:31 PM
72	Homer Central School District	3/15/2018 12:27 PM
73	Massena Central School District	3/15/2018 12:22 PM
74	Potsdam Central School	3/15/2018 12:05 PM
75	Homer CSD	3/15/2018 6:02 AM
76	Churchville-Chili CSD	3/14/2018 11:16 PM

77	Ithaca	3/14/2018 12:54 PM
78	Cincinnatus Central School	3/14/2018 12:17 PM
79	Cold Spring Harbor	3/14/2018 11:45 AM
80	East islip	3/14/2018 10:42 AM
81	East Islip	3/14/2018 10:22 AM
82	Dryden	3/14/2018 10:17 AM
83	East Islip School District	3/14/2018 9:36 AM
84	William Floyd UFSD	3/13/2018 3:45 PM
85	Wantagh UFSD	3/13/2018 3:37 PM
86	Huntington UFSD	3/13/2018 3:35 PM
87	PS291	3/13/2018 2:57 PM
88	10	3/13/2018 2:57 PM
89	PS291x	3/13/2018 2:53 PM
90	ps 291	3/13/2018 2:51 PM
91	PS 291	3/13/2018 2:50 PM
92	PS 291	3/13/2018 2:50 PM
93	PS 291	3/13/2018 2:50 PM
94	PS 291	3/13/2018 2:50 PM
95	10/291	3/13/2018 2:47 PM
96	10	3/13/2018 2:46 PM
97	ps 291	3/13/2018 2:46 PM
98	ps 291	3/13/2018 2:43 PM
99	Oswego City School District	3/13/2018 2:14 PM
100	East Meadow UFSD	3/13/2018 7:44 AM
101	Campbell-Savona Jr./Sr. High School	3/12/2018 2:48 PM
102	Hamburg Central School District	3/12/2018 2:12 PM
103	Brushton-Moira	3/12/2018 1:54 PM
104	NYCDOE	3/12/2018 9:48 AM
105	Brushton- Moira Central School	3/12/2018 9:10 AM
106	Monroe 2-Orleans BOCES	3/12/2018 8:42 AM
107	Gouverneur Central School	3/11/2018 7:47 PM
108	Commack	3/11/2018 6:12 PM
109	Saranac CSD	3/11/2018 12:08 PM
110	Beekmantown Central School District	3/11/2018 7:39 AM
111	Sweet Home High School	3/10/2018 12:26 PM
112	Hoosick Falls Central School District	3/9/2018 9:45 PM
113	Schuylerville CSD	3/9/2018 9:44 PM
114	Carthage Central School District	3/9/2018 7:19 PM
115	Hendrick Hudson	3/9/2018 6:49 PM
116	PS 278	3/9/2018 6:26 PM
117	East Syracuse MInoa/OCMBOCES	3/9/2018 5:48 PM

118	Willi Floyd	3/9/2018 5:32 PM
119	Hudson Falls CSD	3/9/2018 5:03 PM
120	Baldwinsville CSD	3/9/2018 4:17 PM
121	Hyde Park Central School District	3/9/2018 1:09 PM
122	OCM BOCES	3/8/2018 9:28 PM
123	Adirondack Central School	3/8/2018 8:42 PM
124	District 31	3/8/2018 7:30 PM
125	Williamsville	3/8/2018 7:23 PM
126	Buffalo Public Schools	3/8/2018 7:22 PM
127	Multiple	3/8/2018 2:35 PM
128	Sachem Central School District	3/8/2018 1:28 PM
129	New York City District 32	3/8/2018 11:56 AM
130	NYC Department of Education-Districts 2	3/8/2018 9:07 AM
131	Rochester City School District	3/7/2018 8:41 PM
132	17K	3/7/2018 7:24 PM
133	District 9	3/7/2018 4:43 PM
134	Canton	3/7/2018 3:18 PM
135	28q	3/7/2018 12:13 PM
136	14	3/7/2018 11:25 AM
137	Sachem	3/7/2018 9:18 AM
138	NYCDOE	3/7/2018 9:09 AM
139	District 21	3/7/2018 8:35 AM
140	10	3/6/2018 10:22 PM
141	Brushton-Moira Central School	3/6/2018 9:13 PM
142	A Clinton County public school district	3/6/2018 4:57 PM
143	brasher falls csd	3/6/2018 4:06 PM
144	Malone Central	3/6/2018 2:10 PM
145	Unatego	3/6/2018 1:56 PM
146	Massena High School/St.Lawrence Lewis	3/6/2018 1:46 PM
147	Gouverneur Central School	3/6/2018 1:18 PM
148	Jefferson Lewis	3/6/2018 1:04 PM
149	Grand island central	3/6/2018 12:39 PM
150	Salmon River Central School	3/6/2018 12:16 PM
151	Monroe2-Orleans BOCES	3/6/2018 11:51 AM
152	Southampton	3/6/2018 11:36 AM
153	Colton-Pierrepont Central School	3/6/2018 10:53 AM
154	Harmony Heights Residential and Day School	3/6/2018 10:28 AM
155	The Brookwood School	3/5/2018 10:29 PM
156	Pine Bush/Orange Ulster Boces	3/5/2018 4:31 PM
157	Lackawanna	3/5/2018 3:00 PM
158	Ulster BOCES/ Highland Central School District	3/5/2018 2:43 PM

159	Monroe 2-Orleans BOCES	3/5/2018 12:26 PM
160	MVIS	3/5/2018 11:43 AM
161	Herricks UFSD	3/5/2018 11:35 AM
162	Monroe 2 Orleans BOCES	3/5/2018 10:17 AM
163	31R068	3/4/2018 9:53 PM
164	NYC DOE	3/4/2018 12:07 PM
165	Dist. 13 Brooklyn	3/4/2018 11:46 AM
166	NYC DOE	3/3/2018 4:18 PM
167	Manhattan School for Children	3/3/2018 12:44 PM
168	District 11	3/2/2018 6:21 PM
169	Pittsford	3/2/2018 5:20 PM
170	NYC District 75	3/2/2018 4:49 PM
171	NYCDOE	3/2/2018 2:30 PM
172	Syracuse City School District	3/2/2018 12:28 PM
173	District 26	3/2/2018 11:13 AM
174	Connetquot CSD	3/2/2018 11:02 AM
175	NYC Department of Education	3/2/2018 10:18 AM
176	Ps/Ma 109	3/2/2018 6:45 AM
177	NYC DOE	3/1/2018 9:18 PM
178	PS 3/31	3/1/2018 7:43 PM
179	NYCDOE	3/1/2018 7:25 PM
180	Nyc doe	3/1/2018 6:47 PM
181	District 79	3/1/2018 6:18 PM
182	Garden City UFSD	3/1/2018 6:03 PM
183	PS 101	3/1/2018 6:02 PM
184	NYC District 31	3/1/2018 5:48 PM
185	Lindenhurst	3/1/2018 5:08 PM
186	Bradford	3/1/2018 4:04 PM
187	PS 59	3/1/2018 1:51 PM
188	NYCDOE	3/1/2018 1:47 PM
189	New York City	3/1/2018 1:44 PM
190	District 11 NYC	3/1/2018 1:28 PM
191	Aviation High School	3/1/2018 1:24 PM
192	Sachem	3/1/2018 1:14 PM
193	Watertown City School District	2/28/2018 3:32 PM
194	Galway Jr / Sr High School	2/28/2018 9:44 AM
195	New York City	2/28/2018 9:32 AM
196	Copiague UFSD	2/27/2018 9:21 PM
197	Cincinnatus Central School	2/27/2018 5:39 PM
198	Grand Island Central School District	2/27/2018 2:03 PM
199	P.S. 291	2/26/2018 6:49 PM

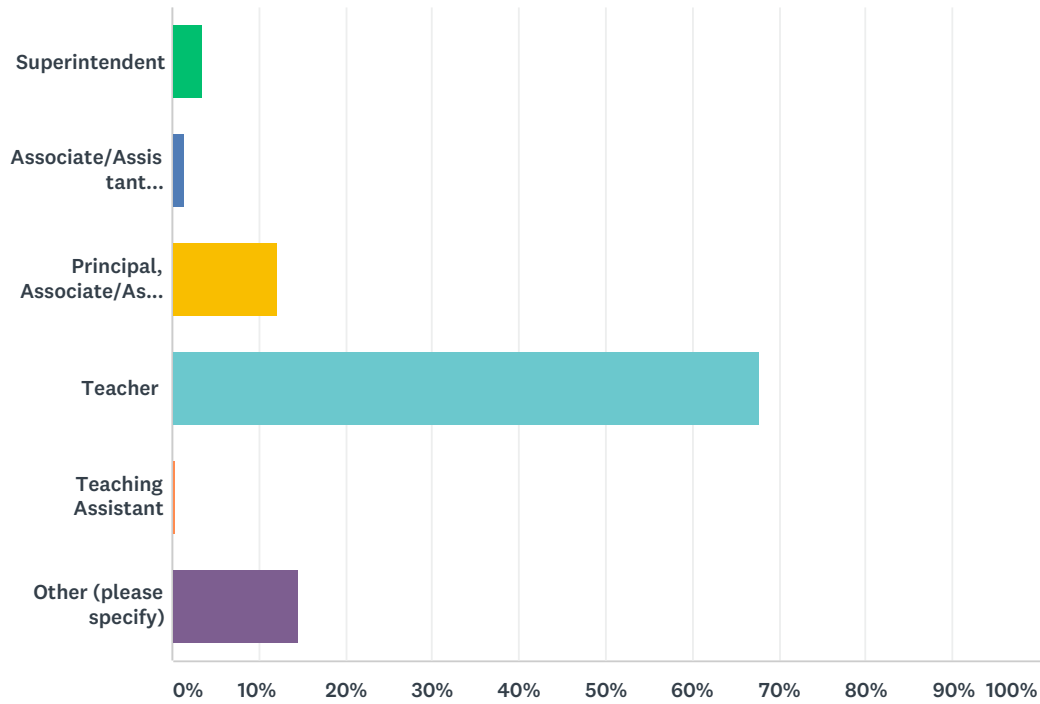
200	Kennedy Child Study Center	2/26/2018 5:58 PM
201	Syracuse City School District	2/26/2018 5:14 PM
202	NYCDOE	2/26/2018 1:20 PM
203	Gouverneur	2/26/2018 1:06 PM
204	PS 57	2/26/2018 4:19 AM
205	NYCDOE	2/25/2018 7:44 PM
206	District 27	2/25/2018 5:44 PM
207	New York City	2/25/2018 12:59 PM
208	Brooklyn - District 14	2/24/2018 11:23 PM
209	Colton-Pierrepont Central School	2/24/2018 9:05 PM
210	Oswego City School District	2/24/2018 8:26 PM
211	Brasher Falls Central School	2/24/2018 10:34 AM
212	District 18	2/24/2018 10:26 AM
213	PUFSD	2/24/2018 10:24 AM
214	NYCDOE 28 Queens	2/24/2018 9:28 AM
215	CSD 22	2/23/2018 8:08 PM
216	31	2/23/2018 8:01 PM
217	Jamesville-Dewitt CSD	2/23/2018 7:50 PM
218	NYC district 3	2/23/2018 7:30 PM
219	17K543	2/23/2018 7:12 PM
220	21	2/23/2018 6:53 PM
221	PS229K	2/23/2018 5:54 PM
222	NYC d22	2/23/2018 4:22 PM
223	Bronx 08	2/23/2018 4:12 PM
224	Pavilion CS	2/23/2018 2:29 PM
225	Potsdam	2/23/2018 12:52 PM
226	Syracuse City School District	2/22/2018 9:49 PM
227	Perry CSD	2/21/2018 1:14 PM
228	Norwood Norfolk Central School	2/21/2018 12:05 PM
229	Orleans/Niagara BOCES	2/20/2018 1:29 PM
230	APW School District	2/19/2018 12:21 PM
231	Cheektowaga-Maryvale UFSD	2/19/2018 9:19 AM
232	Alfred-almond Central School	2/19/2018 8:36 AM
233	Syracuse city school district	2/18/2018 12:22 PM
234	PHCS	2/17/2018 6:34 PM
235	Scsd	2/17/2018 9:42 AM
236	Mexico Central School District	2/16/2018 7:35 PM
237	Valley Stream Central High School District	2/16/2018 4:33 PM
238	Colton-Pierrepont	2/16/2018 4:31 PM
239	OHM BOCES	2/16/2018 3:53 PM
240	Indian River CSD	2/16/2018 2:07 PM

241	Perry CSD	2/16/2018 1:14 PM
242	scsd	2/16/2018 12:59 PM
243	Central Square Central Schools	2/16/2018 12:33 PM
244	Wayne	2/16/2018 11:54 AM
245	Central Square Central School District	2/16/2018 11:20 AM
246	Baldwinsville CSD	2/16/2018 11:18 AM
247	Sandy Creek CSD	2/16/2018 11:14 AM
248	Baldwinsville central school district	2/16/2018 11:13 AM
249	Oswego City Schools	2/16/2018 11:09 AM
250	Alexandria Central School	2/16/2018 11:02 AM
251	Madill/Ogdensburg	2/16/2018 10:01 AM
252	Potsdam	2/16/2018 9:00 AM
253	Canton	2/15/2018 10:15 PM
254	Harrisville Central School	2/15/2018 6:42 PM
255	Rochester City School District	2/15/2018 6:41 PM
256	UCDSB (Upper Canada District School Board)	2/15/2018 6:06 PM
257	General Brown Central School	2/15/2018 4:59 PM
258	Massena Central St. Lawrence-Lewis BOCES	2/15/2018 4:03 PM
259	Gouverneur Middle School	2/15/2018 3:44 PM
260	Norwood-Norfolk CSD	2/15/2018 3:37 PM
261	Massena Central	2/15/2018 3:37 PM
262	Indian River CSD	2/15/2018 3:33 PM
263	Holley Central School	2/15/2018 2:50 PM
264	Sullivan County BOCES	2/15/2018 2:45 PM
265	Rochester City School District	2/15/2018 1:14 PM
266	Connetquot	2/15/2018 1:09 PM
267	Washington Saratoga Warren Hamilton Essex	2/15/2018 12:29 PM
268	Rush Henrietta	2/15/2018 11:53 AM
269	Greece Central School	2/15/2018 11:38 AM
270	Rochester City School District	2/15/2018 10:55 AM
271	Warrensburg CSD	2/15/2018 10:49 AM
272	Newfield Central School District	2/15/2018 9:49 AM
273	Syracuse	2/15/2018 9:43 AM
274	Byron-Bergen	2/15/2018 9:31 AM
275	Hilton	2/15/2018 9:25 AM
276	Ballston Spa Central Schools	2/15/2018 9:23 AM
277	Brockport Central School District	2/15/2018 9:02 AM
278	Penfield	2/15/2018 8:58 AM
279	Albion	2/15/2018 8:42 AM
280	Kendall central school	2/14/2018 8:46 PM
281	Oswego BOCES	2/14/2018 6:35 PM

282	02	2/14/2018 6:24 PM
283	TST BOCES	2/14/2018 5:51 PM
284	Fairport	2/14/2018 3:42 PM
285	webster	2/14/2018 3:31 PM
286	A	2/14/2018 2:22 PM

Q3 Position

Answered: 286 Skipped: 308



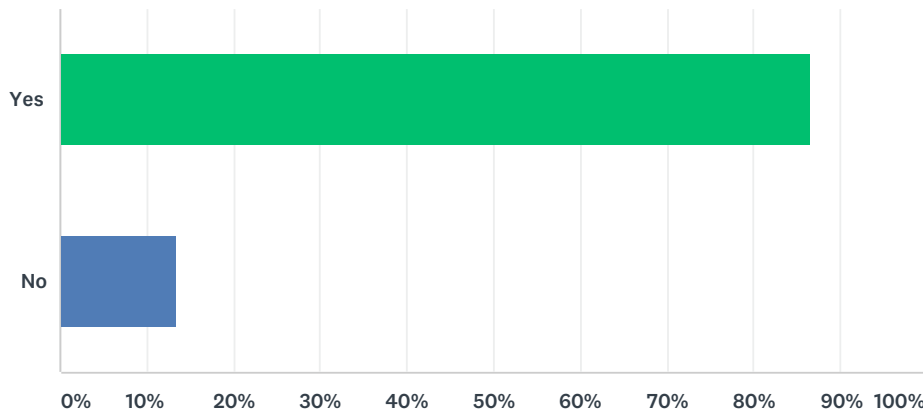
ANSWER CHOICES	RESPONSES
Superintendent	3.50% 10
Associate/Assistant Superintendent	1.40% 4
Principal, Associate/Assistant Principal	12.24% 35
Teacher	67.83% 194
Teaching Assistant	0.35% 1
Other (please specify)	14.69% 42
TOTAL	286

#	OTHER (PLEASE SPECIFY)	DATE
1	Library Media Specialist	3/23/2018 6:56 PM
2	Intern Coordinator	3/22/2018 6:31 PM
3	English Department Leader and English & AVID Teacher	3/22/2018 11:45 AM
4	Teacher and Humanities Dept Chair	3/22/2018 7:21 AM
5	School Library Media Specialist	3/21/2018 10:47 PM
6	Office Assistant	3/21/2018 1:39 PM
7	Speech-Language Pathologist	3/21/2018 10:23 AM
8	Librarian	3/21/2018 9:05 AM
9	Reading Coach	3/20/2018 9:49 PM

10	Sub teacher through School Professionals	3/20/2018 2:15 PM
11	School Library Media Specialist	3/20/2018 9:35 AM
12	permanently certified teacher	3/19/2018 1:11 PM
13	School Improvement Specialist	3/19/2018 12:10 PM
14	Chairman of Social Studies / Teacher	3/19/2018 7:20 AM
15	Instructional coach	3/16/2018 6:47 PM
16	Teacher & Instructional Specialist	3/15/2018 6:11 PM
17	Director of Humanities	3/14/2018 11:45 AM
18	Chairperson	3/13/2018 3:45 PM
19	Social Studies Supervisor	3/13/2018 3:37 PM
20	Coordinator	3/13/2018 3:35 PM
21	Social Studies Chairperson	3/13/2018 7:44 AM
22	School Librarian	3/11/2018 7:47 PM
23	School Librarian	3/9/2018 5:48 PM
24	Field Support Staff	3/7/2018 9:09 AM
25	Director of Special Ed.	3/6/2018 4:57 PM
26	Executive Director	3/6/2018 10:28 AM
27	Substitute Teacher	3/5/2018 10:29 PM
28	Supervisor	3/5/2018 12:26 PM
29	Director of Pupil Services	3/5/2018 11:35 AM
30	Director, Adult Education	3/5/2018 10:17 AM
31	Director	3/2/2018 12:28 PM
32	Central Office Administrator	3/2/2018 11:02 AM
33	Senior Policy Director, Former Principal	3/2/2018 10:18 AM
34	Director of Curriculum	3/1/2018 4:04 PM
35	Executive Director	2/26/2018 5:58 PM
36	Senior Manager	2/26/2018 1:20 PM
37	TSP	2/24/2018 10:24 AM
38	Mentor/ Data Specialist teacher	2/23/2018 5:54 PM
39	Teacher Center Director and English Teacher	2/16/2018 9:00 AM
40	Assistant Director of HRS	2/15/2018 12:29 PM
41	District AVID Coordinator	2/15/2018 9:43 AM
42	District Superintendent	2/14/2018 6:35 PM

Q4 Have you made your classroom available for teacher candidates for field experiences prior to student teaching?

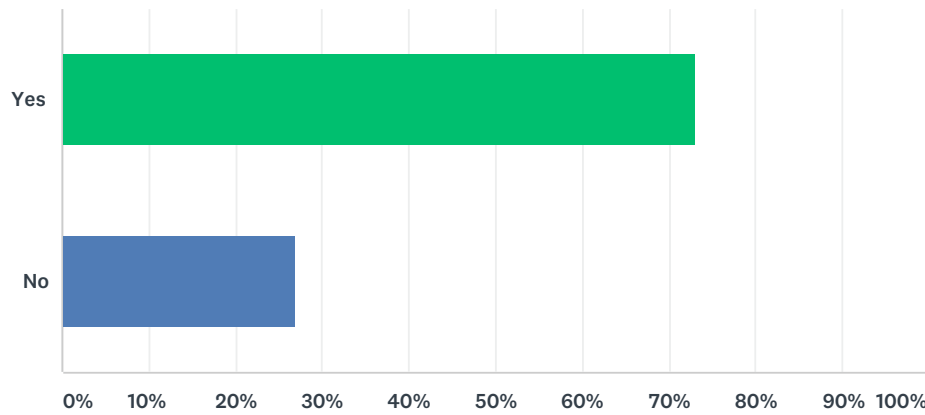
Answered: 286 Skipped: 308



ANSWER CHOICES	RESPONSES	
Yes	86.71%	248
No	13.29%	38
TOTAL		286

Q5 Have you mentored teacher candidates during their student teaching experience?

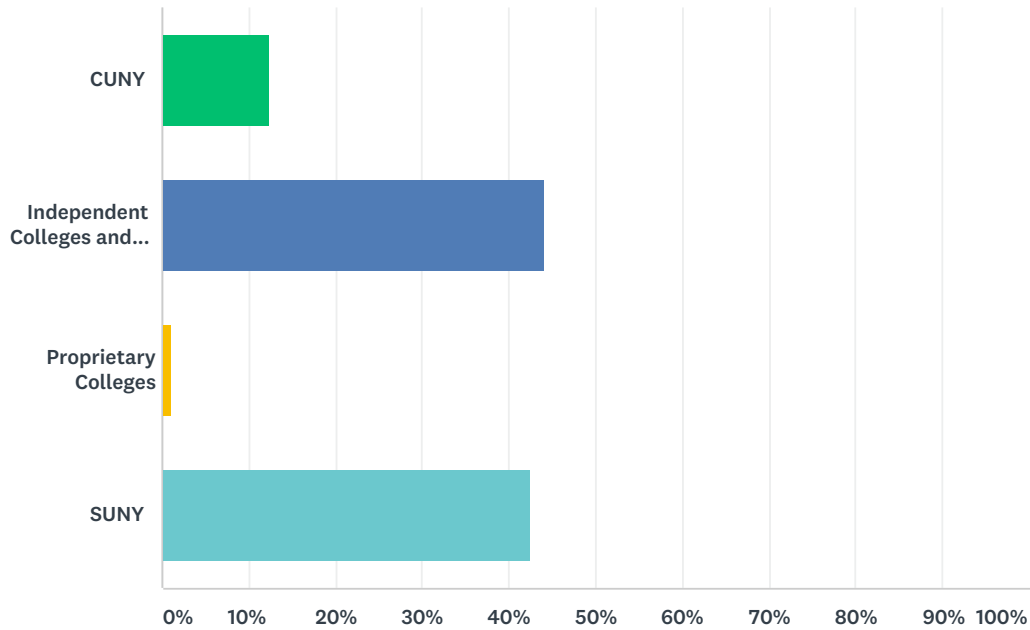
Answered: 286 Skipped: 308



ANSWER CHOICES	RESPONSES	
Yes	73.08%	209
No	26.92%	77
TOTAL		286

Q6 Sector in which your institution resides.

Answered: 290 Skipped: 304

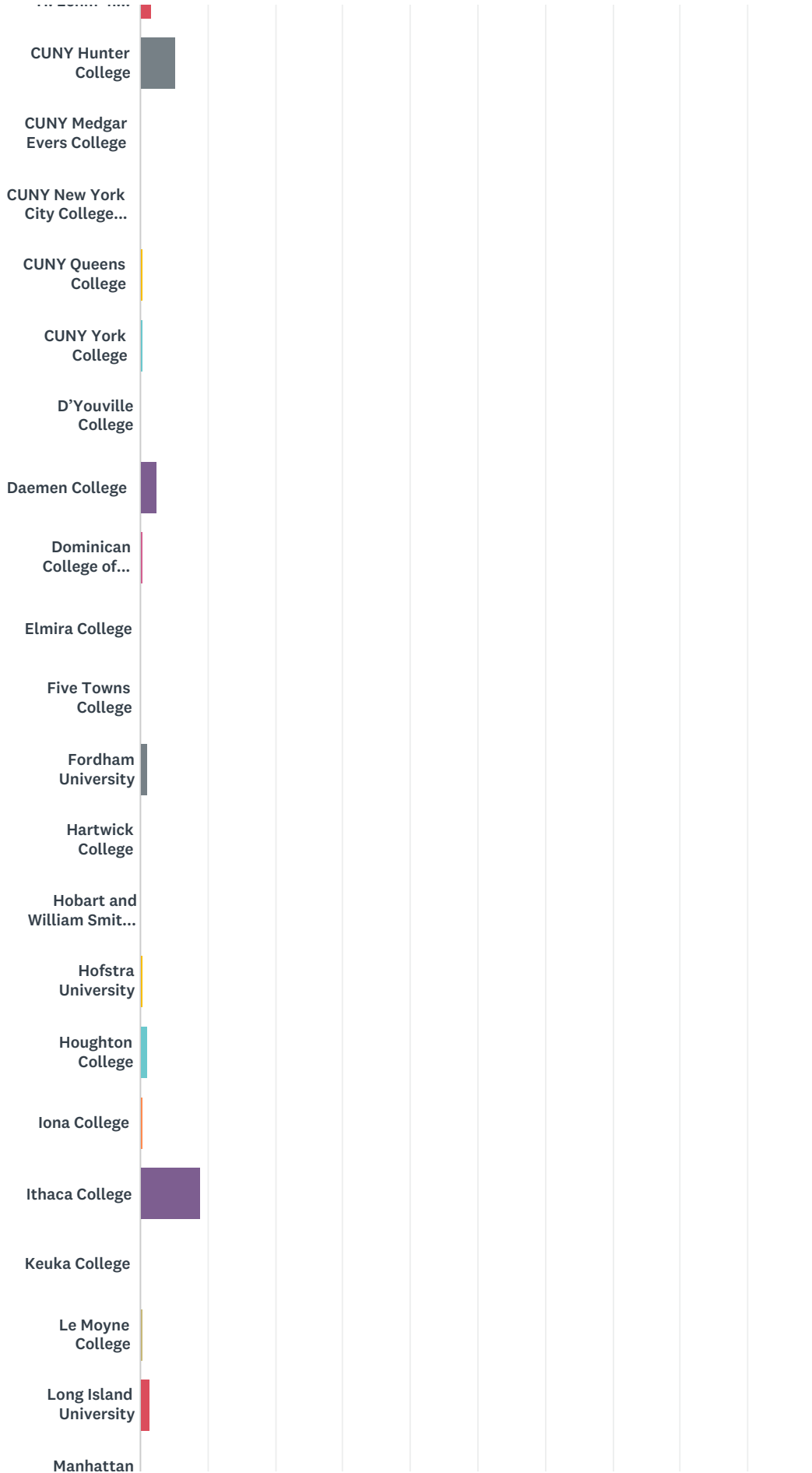


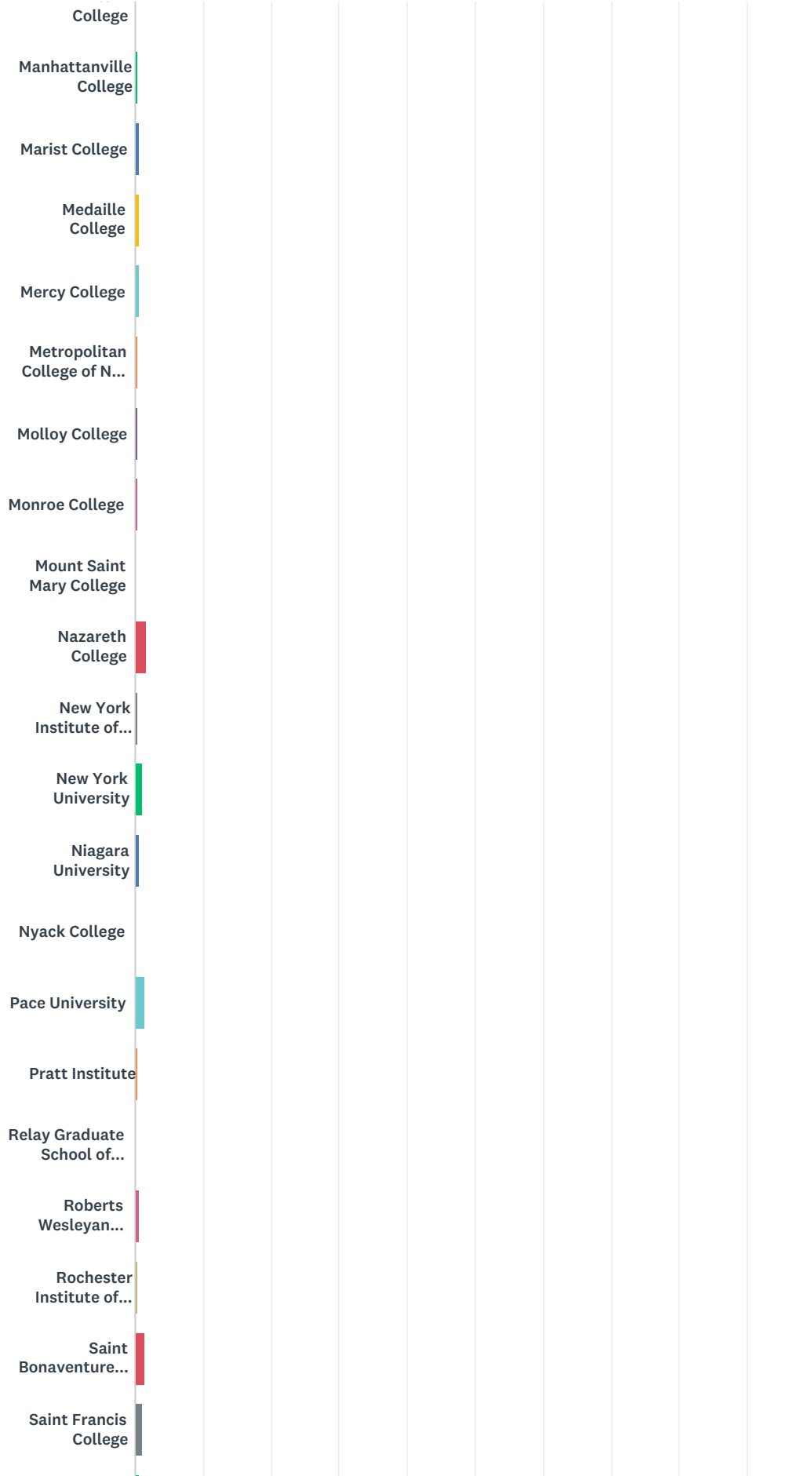
ANSWER CHOICES	RESPONSES	
CUNY	12.41%	36
Independent Colleges and Universities	44.14%	128
Proprietary Colleges	1.03%	3
SUNY	42.41%	123
TOTAL		290

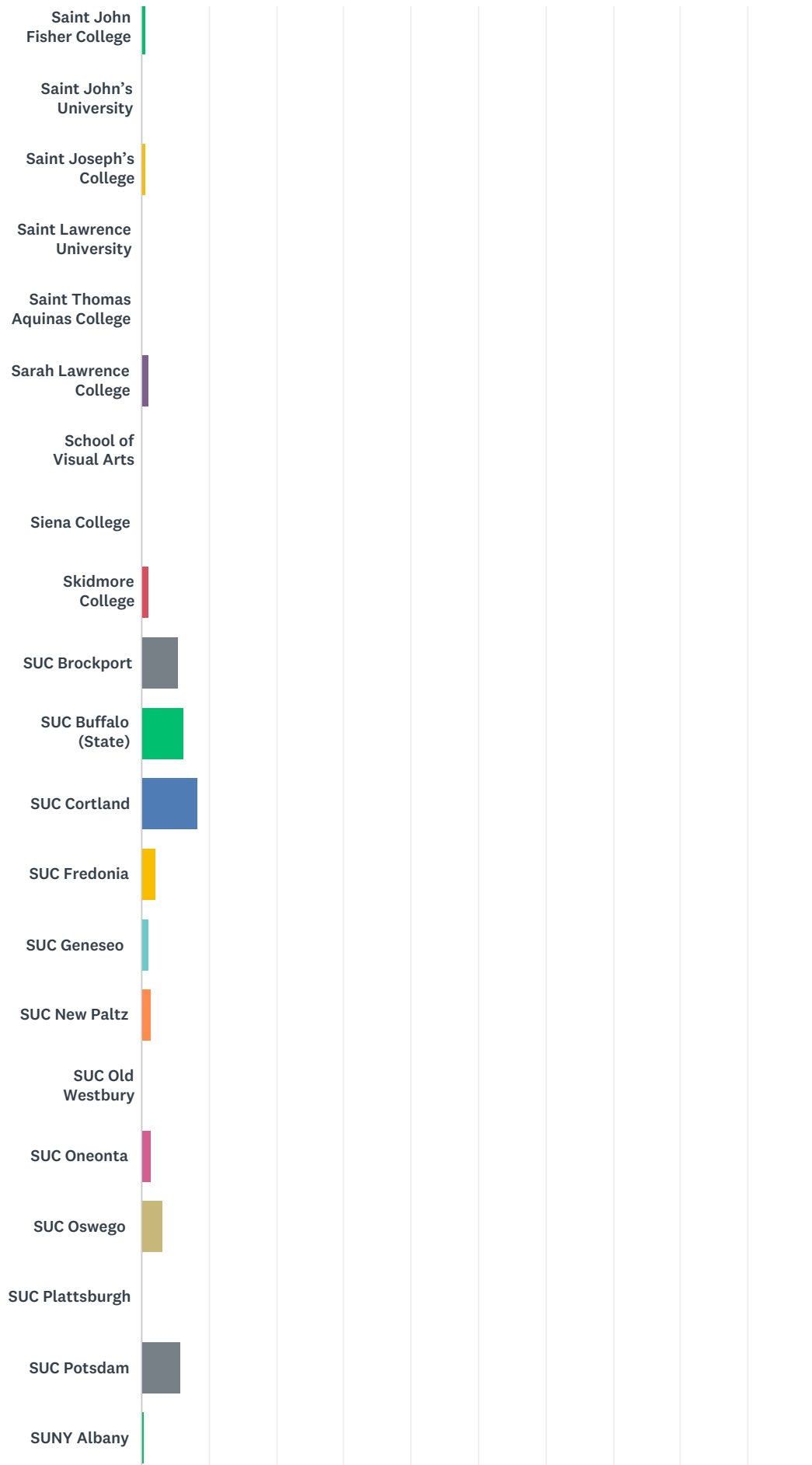
Q7 Institution

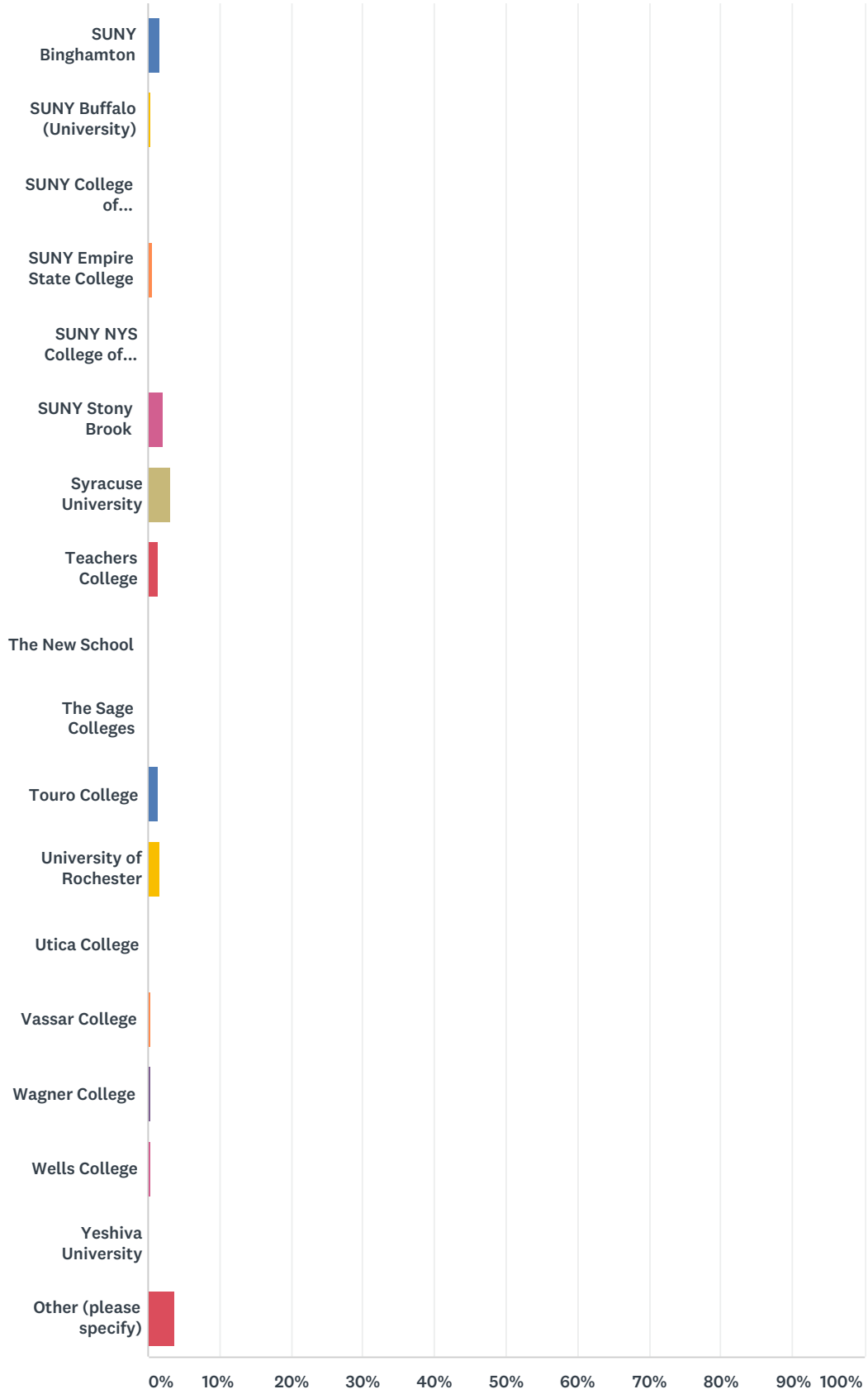
Answered: 290 Skipped: 304











ANSWER CHOICES	RESPONSES
Adelphi University	0.69% 2

Alfred University	0.00%	0
Bank Street College of Education	0.34%	1
Bard College	0.34%	1
Barnard College	0.69%	2
Boricua College	0.00%	0
Canisius College	0.34%	1
Cazenovia College	0.34%	1
Clarkson University	0.34%	1
Colgate University	0.69%	2
College of Mount Saint Vincent, The	0.00%	0
College of New Rochelle	0.00%	0
College of Saint Rose, The	0.34%	1
Concordia College	0.00%	0
CUNY Baruch	0.00%	0
CUNY Brooklyn College	1.72%	5
CUNY City College	1.72%	5
CUNY College of Staten Island	0.34%	1
CUNY Herbert H. Lehman College	1.72%	5
CUNY Hunter College	5.17%	15
CUNY Medgar Evers College	0.00%	0
CUNY New York City College of Technology	0.00%	0
CUNY Queens College	0.34%	1
CUNY York College	0.34%	1
D'Youville College	0.00%	0
Daemen College	2.41%	7
Dominican College of Blauvelt	0.34%	1
Elmira College	0.00%	0
Five Towns College	0.00%	0
Fordham University	1.03%	3
Hartwick College	0.00%	0
Hobart and William Smith Colleges	0.00%	0
Hofstra University	0.34%	1
Houghton College	1.03%	3
Iona College	0.34%	1
Ithaca College	8.97%	26

Clinical Practice Work Group Draft Recommendations Survey

SurveyMonkey

Keuka College	0.00%	0
Le Moyne College	0.34%	1
Long Island University	1.38%	4
Manhattan College	0.00%	0
Manhattanville College	0.34%	1
Marist College	0.69%	2
Medaille College	0.69%	2
Mercy College	0.69%	2
Metropolitan College of New York	0.34%	1
Molloy College	0.34%	1
Monroe College	0.34%	1
Mount Saint Mary College	0.00%	0
Nazareth College	1.72%	5
New York Institute of Technology	0.34%	1
New York University	1.03%	3
Niagara University	0.69%	2
Nyack College	0.00%	0
Pace University	1.38%	4
Pratt Institute	0.34%	1
Relay Graduate School of Education	0.00%	0
Roberts Wesleyan College	0.69%	2
Rochester Institute of Technology	0.34%	1
Saint Bonaventure University	1.38%	4
Saint Francis College	1.03%	3
Saint John Fisher College	0.69%	2
Saint John's University	0.00%	0
Saint Joseph's College	0.69%	2
Saint Lawrence University	0.00%	0
Saint Thomas Aquinas College	0.00%	0
Sarah Lawrence College	1.03%	3
School of Visual Arts	0.00%	0
Siena College	0.00%	0
Skidmore College	1.03%	3
SUC Brockport	5.52%	16
SUC Buffalo (State)	6.21%	18

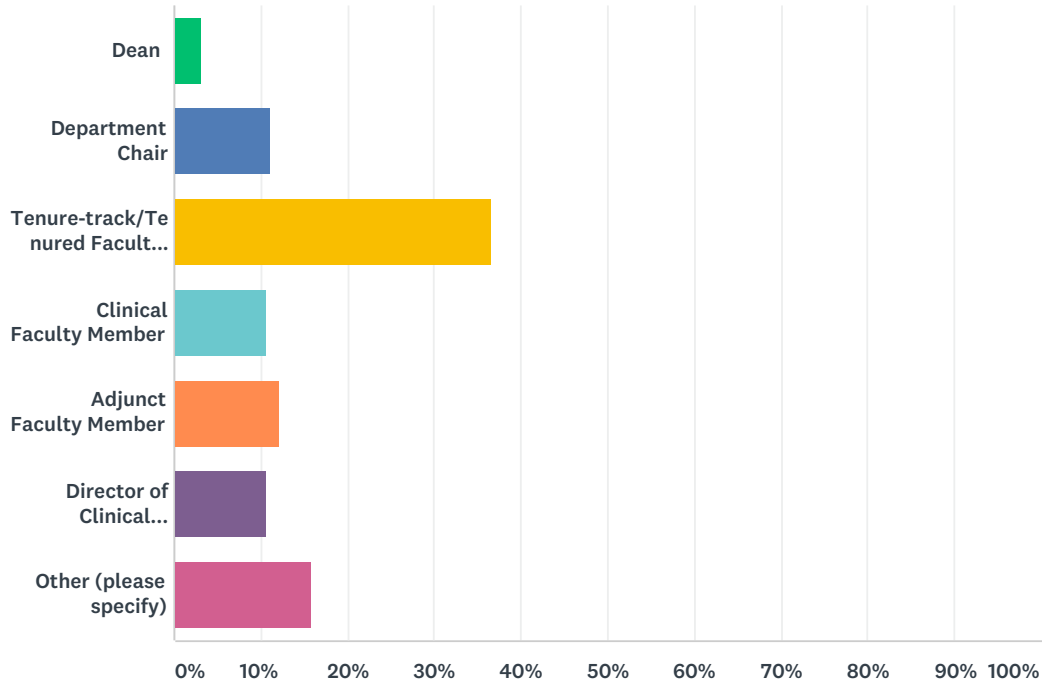
SUC Cortland	8.28%	24
SUC Fredonia	2.07%	6
SUC Geneseo	1.03%	3
SUC New Paltz	1.38%	4
SUC Old Westbury	0.00%	0
SUC Oneonta	1.38%	4
SUC Oswego	3.10%	9
SUC Plattsburgh	0.00%	0
SUC Potsdam	5.86%	17
SUNY Albany	0.34%	1
SUNY Binghamton	1.72%	5
SUNY Buffalo (University)	0.34%	1
SUNY College of Environmental Science And Forestry at Syracuse	0.00%	0
SUNY Empire State College	0.69%	2
SUNY NYS College of Agriculture and Life Sciences at Cornell	0.00%	0
SUNY Stony Brook	2.07%	6
Syracuse University	3.10%	9
Teachers College	1.38%	4
The New School	0.00%	0
The Sage Colleges	0.00%	0
Touro College	1.38%	4
University of Rochester	1.72%	5
Utica College	0.00%	0
Vassar College	0.34%	1
Wagner College	0.34%	1
Wells College	0.34%	1
Yeshiva University	0.00%	0
Other (please specify)	3.79%	11
TOTAL		290

#	OTHER (PLEASE SPECIFY)	DATE
1	I'd rather not say	3/22/2018 8:17 PM
2	Why do you need to know institutions?	3/21/2018 8:21 PM
3	SUNY Cortland	3/21/2018 3:03 PM
4	Dutchess Community College	3/18/2018 5:30 PM
5	CUNY Kingsborough Community College	3/8/2018 4:48 PM

6	LaGuardia Community College	3/7/2018 4:09 PM
7	SUNY Buffalo State	3/5/2018 6:36 PM
8	American Museum of Natural History	2/28/2018 6:45 PM
9	SUNY Brockport	2/27/2018 3:32 PM
10	American museum of Natural History, Richard Gilder graduate School	2/21/2018 4:43 PM
11	SUNY New Paltz	2/15/2018 2:57 PM

Q8 Position

Answered: 290 Skipped: 304



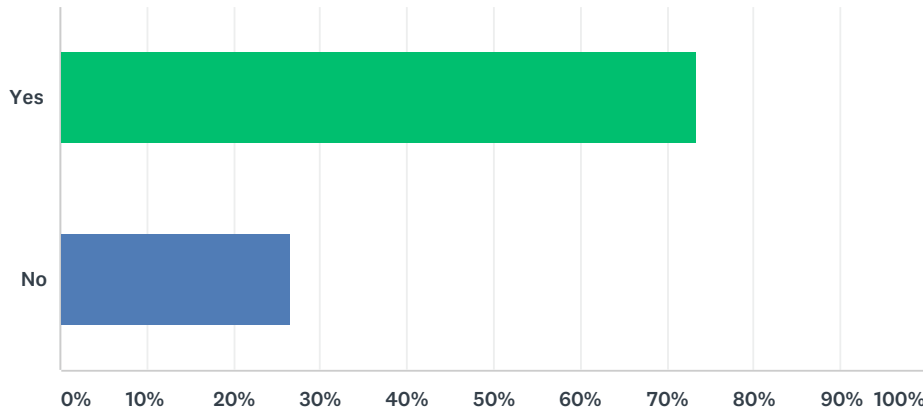
ANSWER CHOICES	RESPONSES
Dean	3.10% 9
Department Chair	11.03% 32
Tenure-track/Tenured Faculty Member	36.55% 106
Clinical Faculty Member	10.69% 31
Adjunct Faculty Member	12.07% 35
Director of Clinical Experiences	10.69% 31
Other (please specify)	15.86% 46
TOTAL	290

#	OTHER (PLEASE SPECIFY)	DATE
1	Non-Tenure Track Faculty/Certification Officer	3/26/2018 9:55 PM
2	Lecturer	3/22/2018 8:58 PM
3	Associate Dean	3/22/2018 8:17 PM
4	Tenured Professor, LD Program Architect and Coordinator, Key faculty for LD clinical experiences	3/22/2018 3:37 PM
5	Lecturer	3/22/2018 2:25 PM
6	Staff, Program Coordinator	3/22/2018 8:46 AM
7	It is inappropriate for you to be asking identifying info	3/21/2018 8:21 PM
8	Director	3/21/2018 7:48 PM
9	Program Manager	3/21/2018 5:04 PM

10	Collective response from Steinhardt Teacher Education Council	3/21/2018 2:26 PM
11	Graduate Student	3/21/2018 11:20 AM
12	Director, Center for the Professional Education of Teachers	3/18/2018 6:58 PM
13	Coordinator of Field Experience and Student Teaching	3/16/2018 2:43 PM
14	Field experience coordinator	3/16/2018 1:16 PM
15	Graduate Student	3/16/2018 11:26 AM
16	Associate Dean	3/12/2018 10:36 AM
17	lecturer	3/10/2018 12:49 PM
18	College Registrar	3/9/2018 2:22 PM
19	Supervisor	3/9/2018 1:51 PM
20	Director, Professional Education Unit	3/8/2018 11:24 AM
21	Associate Department Chair; Professor	3/8/2018 9:55 AM
22	Associate Dean	3/7/2018 10:21 AM
23	Director of Accreditation	3/7/2018 7:49 AM
24	Student Teaching Supervisor (Adjunct)	3/5/2018 6:36 PM
25	Graduate Assistant	3/5/2018 2:15 PM
26	Field Experience Coordinator	3/2/2018 5:22 PM
27	Accreditation Coordinator	3/1/2018 2:25 PM
28	Administrator	2/27/2018 2:45 PM
29	Lecturer	2/26/2018 6:57 PM
30	Director, Graduate Programs in Education	2/26/2018 5:50 PM
31	faculty member non tenure track	2/26/2018 4:51 PM
32	Student Teacher Mentor	2/26/2018 10:25 AM
33	Director of a center	2/25/2018 11:36 AM
34	Cooperating Teacher	2/22/2018 8:39 PM
35	Director, Office of Teacher Education	2/22/2018 5:41 PM
36	Program Coordinator	2/22/2018 2:55 PM
37	Visiting Assistant Professor	2/22/2018 1:48 PM
38	Education director and faculty	2/21/2018 4:43 PM
39	Co-coordinator of Adolescence Education: Science	2/20/2018 3:00 PM
40	MST Program Director/Clinical Supervisor	2/20/2018 12:20 AM
41	Director of Education Leadership Programs	2/16/2018 10:35 PM
42	Associate Dean for Teacher Education	2/16/2018 3:48 PM
43	Field Experience Coordinator-School Of Education	2/16/2018 11:32 AM
44	Director of Teacher Education	2/15/2018 4:35 PM
45	Director of Field Experiences and School Relations	2/14/2018 3:46 PM
46	Supervisor of Early Field Experiences	2/14/2018 3:25 PM

Q9 Have you supervised teacher candidates during their field experiences prior to student teaching?

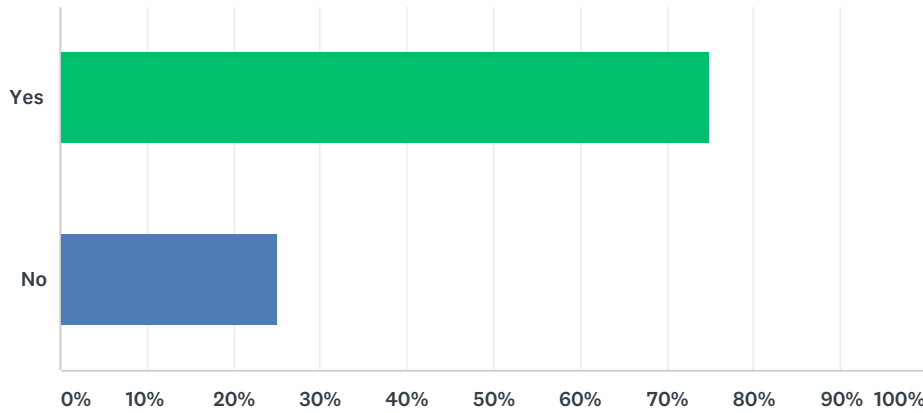
Answered: 290 Skipped: 304



ANSWER CHOICES	RESPONSES	
Yes	73.45%	213
No	26.55%	77
TOTAL		290

Q10 Have you supervised teacher candidates during their student teaching experience?

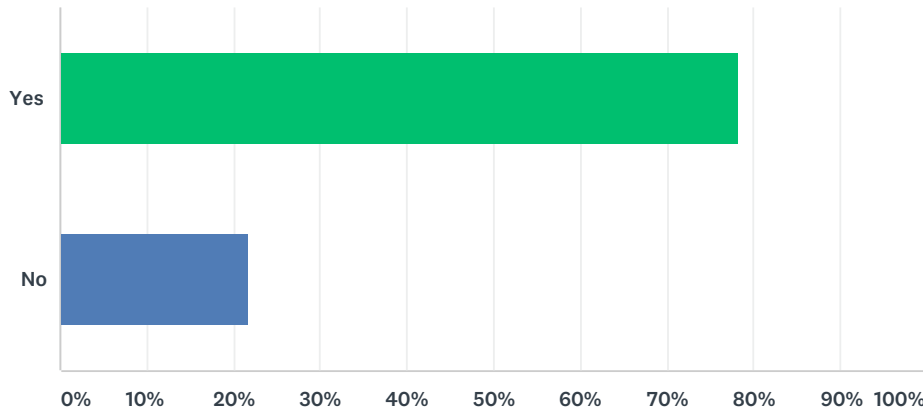
Answered: 290 Skipped: 304



ANSWER CHOICES	RESPONSES	
Yes	74.83%	217
No	25.17%	73
TOTAL		290

Q11 Have you taught course(s) that include a field experience?

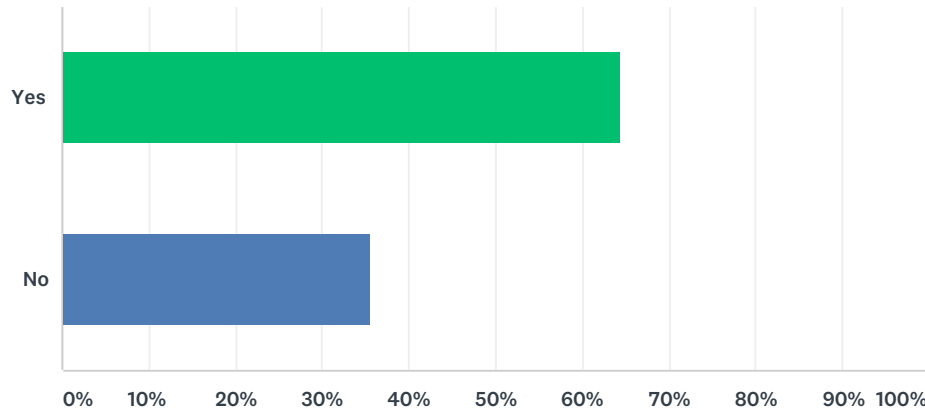
Answered: 290 Skipped: 304



ANSWER CHOICES	RESPONSES	
Yes	78.28%	227
No	21.72%	63
TOTAL		290

Q12 Have you taught course(s) that are connected to student teaching (e.g., seminar)?

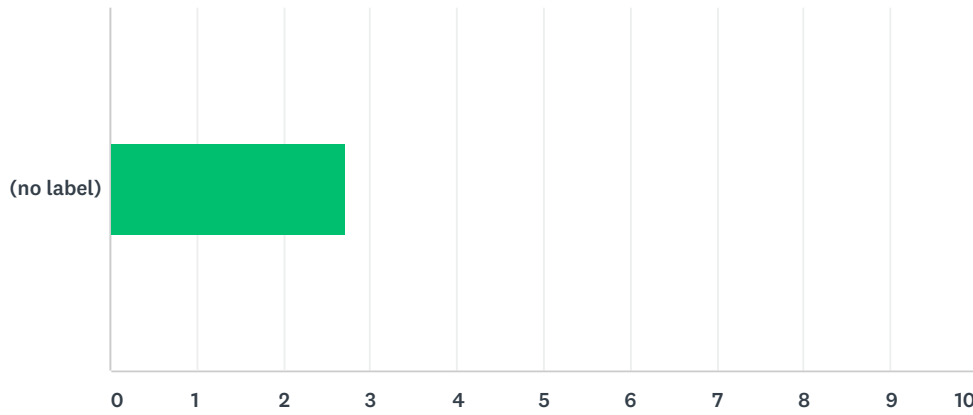
Answered: 290 Skipped: 304



ANSWER CHOICES	RESPONSES	
Yes	64.48%	187
No	35.52%	103
TOTAL		290

Q13 How satisfied are you that the current regulations for clinical experiences in initial teacher education programs effectively contribute to the preparation of teacher candidates?

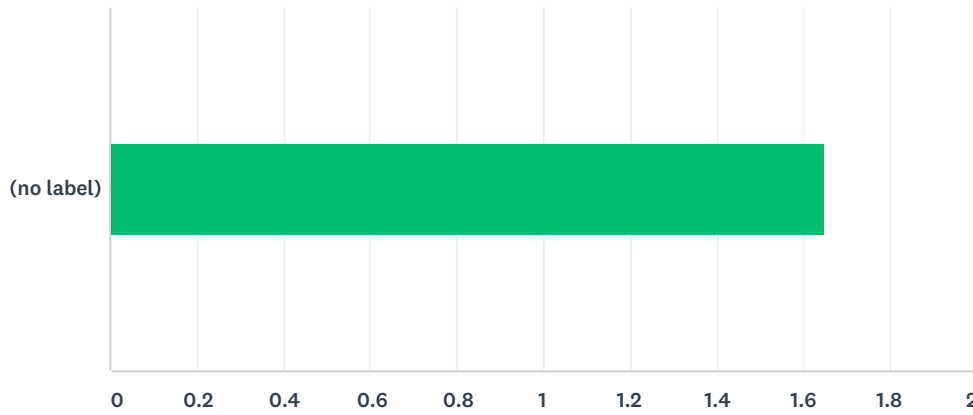
Answered: 593 Skipped: 1



	VERY SATISFIED	SATISFIED	NEITHER SATISFIED OR DISSATISFIED	DISSATISFIED	VERY DISSATISFIED	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	8.94% 53	42.50% 252	22.26% 132	21.25% 126	3.88% 23	1.18% 7	593	2.72

Q14 The clinical experiences in teacher preparation programs should be developed in partnership between the P-12 and higher education communities.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	44.27% 193	47.71% 208	5.73% 25	0.69% 3	0.69% 3	0.92% 4	436	1.65

Q15 What are some key components that should be included in partnerships between the P-12 and higher education communities?

Answered: 366 Skipped: 228

#	RESPONSES	DATE
1	I support the idea of partnerships between P-12 and high education communities. Included in this partnership should be a shared vision for what the clinical experience is. The components of the partnership need to be mutually beneficial, and therefore should be specific to each partnership. However, both the P-12 and higher education communities are busy responding to so many regulations and accountability measures which prioritize different things for each community, that this can be a challenge. I believe adding a regulation that stipulates what is to be included in the partnership will only make creating successful partnerships even more difficult.	3/26/2018 11:32 PM
2	I actually support this idea in principle; however, in practice, many of the schools we partner with do not have the bandwidth to help us develop the clinical experiences. Their time and resources are focused on school improvement. With that said, key components could include the instructional models, lesson plan formats, observation protocols, looking at student work, and approaches to teaching, such as culturally responsive pedagogy.	3/26/2018 6:31 PM
3	Key components would include the opportunity to strengthen the partnership between teachers and library media specialists/school librarians. An encounter with a school librarian would benefit current and future educators, administrators and students. Providing student teachers and new teachers with the opportunity to engage with a school librarian can impact future learning by enhancing inquiry opportunities, strengthen teacher collaboration and deepen the understanding of the teaching role of the school librarian. This inclusion could also provide the student teacher with additional resources to consider when planning lessons/units, choosing books or incorporating technology.	3/23/2018 7:44 PM
4	The needs of both the partnerships and the higher education communities which will vary. Since speech-language pathologists are considered classroom teachers the American Speech-Language-Hearing Association (ASHA) should be considered as well.	3/22/2018 10:43 PM
5	There should be flexibility. It is important for P-12 communities to commit to working with higher education communities (e.g., commit that 25% of eligible teachers will be willing to work with preservice teachers).	3/22/2018 9:57 PM
6	establishing relationships with potential cooperating teachers and fostering mentorships early on in the college students' undergrad career.	3/22/2018 9:30 PM
7	autonomy of colleges and P-12 schools to determine what kinds of partnerships work best and if a MOU is necessary.	3/22/2018 8:23 PM
8	Higher education needs to have flexible scheduling so students can see a full unit of instruction to completion. Partnerships with P-12 teachers needs to be mutually beneficial for both parties. P-12 teachers need to meet with higher education instructors to fully understand expectations of college student preparation. This may be an excellent opportunity for higher education to show current educational practices through assessment expectations of their college students.	3/22/2018 7:40 PM
9	Incentives to P-12 from NYSED to host teacher candidates	3/22/2018 7:00 PM
10	Given the variety of contextual factors, should be designed by P20 (versus a component on regulations). It is important that this work is valued and included in both HE regulations (Part 52) AND P12 regulations.	3/22/2018 6:58 PM
11	Cross communication Deepening teacher preparation by involving school districts in different model structures	3/22/2018 6:38 PM
12	The variations of clinical experiences and P-12 sites do not lend themselves to a few overarching key components....the scenarios are so very diverse. Rather than "mandate" in this area, would be useful to provide descriptions, cases, considerations, and guidance. And then, to further invite the addition of descriptions, cases, considerations and tweakings for guidance. ps....If you had provided the choice, I would have picked BOTH Support and DO NOT Support...	3/22/2018 6:18 PM

13	= Educators in the "field" or classrooms to mentor newer Teachers on the 'practicalities' of today's classroom, and the necessary regulations to know about, and a bit less of the educational learning theories. = planned series of "day in the life" experiences, much like the student teaching of today, but with more active mentoring with concern for long-term successes of the mentees--who are going to be working well past age 65 now !	3/22/2018 3:43 PM
14	There is a need for standardization of P-12 - Higher Education access procedures. P-12 schools have legitimate concerns for their students' learning and safety, but because of these concerns, their procedures for allowing candidate access are increasingly site-specific and limiting. Existing field experience hours are sufficient to prepare candidates for student teaching. It is unnecessary, unreasonable, and unproductive to expect P-12 schools to accept what they will consider a safety and learning decrement in order to add experience hours that candidates can better receive in their first mentored teaching year, in longer student teaching assignments, and in school-embedded clinical experiences within college methods courses.	3/22/2018 3:28 PM
15	Selection of SBTE's, program development,	3/22/2018 3:20 PM
16	Is the requirement to have a formal MOU with every school in which a student does a foundational clinical experience? If so, Ithaca College would have had to establish 2,886 MOUs with schools between 2014-2018 because our 200+ music education students do many of their foundational clinical experiences in their home communities, as there are not enough local music classrooms to accommodate the volume of students/hours to complete the current 100 hour requirement.	3/22/2018 3:10 PM
17	Common values and goals for learners.	3/22/2018 2:49 PM
18	What each party will receive from the partnership	3/22/2018 2:47 PM
19	support of P-12 faculty that host candidates	3/22/2018 2:37 PM
20	Collaborative goals to improve the preparation of teachers so that both communities support each other and the goals of both work achieve the same outcomes for the student teacher.	3/22/2018 2:30 PM
21	Availability of field experiences that closely follow the teaching requirements of EdTPA	3/22/2018 1:55 PM
22	Developing better relationships between student and schools during the former's undergraduate years so greater choice (with more knowledge) can be made to match student to placement with student input.	3/22/2018 12:51 PM
23	It depends on whether the partnership is for foundational clinical experiences or culminating experiences. For schools that only host our candidates completing foundational experiences, we need clear communication about expectations for being a visitor in the building and designated school and university based contacts in cases of concern about a candidate. There doesn't need to be much more than that. For schools in which we place students for culminating experiences, there is tighter collaboration in: discussing and selecting appropriate mentors; reviewing the expectations for mentors, college supervisors, and candidates; discussing our curriculum and how it is aligned with in-service expectations of teachers, and how it could be improved; discussing current issues in P-12 education and teacher preparation programs, etc.	3/22/2018 12:18 PM

24	<p>Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.</p>	3/22/2018 12:02 PM
25	<p>1/2 day PD for host-teachers on NYSED requirements/expectations for pre-service teachers in training (student-teaching placements and observation placements). reasonable remuneration (i.e. 3-credit graduate class exchanged for service as host teacher) at least one sitdown with host-teacher, ST supervisor and ST prior to beginning of placement to review expectations, rubrics, and coordinate future meetings</p>	3/22/2018 12:01 PM
26	<p>Guided observations, gradual assumption of teaching experiences with a supervisor, observations/experiences throughout the range of the teaching experience and with varied groups of students, university/college oversight</p>	3/22/2018 11:47 AM
27	<p>Curriculum development, site visitation, faculty collaborations</p>	3/22/2018 11:42 AM
28	<p>Continual communication and dialogue</p>	3/22/2018 10:28 AM
29	<p>Listening to both communities about the difficulties in getting students into schools and schools not allowing college students in.</p>	3/22/2018 10:02 AM
30	<p>Expectations, Hours to accumulate, start/end dates, schedule</p>	3/22/2018 10:00 AM
31	<p>required assessments</p>	3/22/2018 9:50 AM
32	<p>Shared goals including desire for educated teacher workforce; Understanding that all students learn; Each student has their own unique attributes</p>	3/22/2018 9:06 AM
33	<p>The different types of learning styles and the variety of populations that are served. Differentiation in curriculum development.</p>	3/22/2018 9:00 AM
34	<p>Special area teachers should be heard when it comes to making clinical experience recommendations</p>	3/22/2018 8:53 AM
35	<p>... mastery performance in a concentrated area (band, orchestra, or choral) and as much involvement in music programs at all levels as early as possible.</p>	3/22/2018 8:16 AM
36	<p>. Components could conceivably be initiated in the field or on campus and then negotiated with representatives of both groups. In addition, it could include some idea of win-win relationships, as in, they should be helpful to host teachers and schools and developmental suited to program scaffolding. It could include review of program requirements, developmental expectations, and outcomes measures, as well as professional development for host teachers regarding coaching and evaluating candidates.</p>	3/22/2018 7:17 AM
37	<p>RESOURCES to adequately address the workload increase, especially release time. The current proposal does not seem to recognize this.</p>	3/21/2018 11:08 PM
38	<p>Mentor teachers and student teachers should spend time with the school librarian, and should spend time in the school library.</p>	3/21/2018 11:00 PM

39	MOUs clearly stating each partners role in establishing the partnership; trust between groups; equitable benefits	3/21/2018 10:59 PM
40	Mutually beneficial partnerships with MOUs that make clear the expectations of each entity.	3/21/2018 9:13 PM
41	Until such time as both P-12 and higher ed are BOTH held accountable for working TOGETHER on teacher prep, there can be no true partnerships in this area. Higher Ed is REQUIRED to find field placements for teacher candidates yet P-12 is not REQUIRED to provide them. This does not provide a foundation for any type of real partnership. What it results in is higher ed having to take whatever P-12 decides to give them in terms of placements. This is the fundamental flaw in the way the state regs around clinical field experiences - both current and proposed - are written. Unless both members in the partnership are required to participate through state regs, there can be no true partnerships.	3/21/2018 8:55 PM
42	Longer period of observance by teacher/mentor	3/21/2018 8:54 PM
43	Mutual selection of cooperating teachers. Written Memorandum of Agreement (MOA) NYSED or school district incentives for the P-12 communities to enter into partnerships with higher education communities.	3/21/2018 8:37 PM
44	The P-12 must include early childhood CBOs. Were there CBOs and ECSE admin included on committee.	3/21/2018 4:33 PM
45	- Agreement Document between Districts, Schools, and Higher Ed institution - Collaboration in selection and professional development of school-based mentors	3/21/2018 3:46 PM
46	Adequate time in each in order to truly connect theory and practice.	3/21/2018 3:13 PM
47	To respond to the prior question more fully, I would say that in principle there should be partnerships, but P-12 student teaching placement processes are highly variable and change from year to year. In short, given current demands on schools, the process is difficult, and I am opposed to putting yet another responsibility onto school systems that are already under a lot of stress.	3/21/2018 2:33 PM
48	Training for host teachers (how to mentor/give feedback) should be mutually developed, but provided by the district.	3/21/2018 2:19 PM
49	I believe the institution and P-12 partner should determine key components together based on the teacher prep area, the needs of the prospective teachers, and the needs and abilities of the P-12 partners	3/21/2018 1:30 PM
50	I believe that pre-service teachers need to have continuity in some of their intermediate clinical experiences where they have the opportunity to work with a mentor teacher and the same group of students while developing basic teaching skills. For this to be successful, we need to develop partnerships with local schools. Unfortunately in rural communities, this isn't always possible.	3/21/2018 12:48 PM
51	P-12 partners need to see value in these placements beyond preparing the next generation of teachers. Pre-service teachers need structure and support in the classroom in order to be contributing members of the classroom community. Need really clear expectations about what the education prep program provides in this area and where classroom teachers need to provide support.	3/21/2018 12:24 PM
52	Link of theory and practice; field experiences that align with and support college course work; student support and instruction and remediation; evaluations of students that are meaningful, relevant, reliable and valid.	3/21/2018 12:13 PM
53	P-12 schools should be required to host students for student teaching and field experiences as part of teacher preparation. At this time schools are under no obligation to do so, and this makes placing students in clinically rich field experiences extremely difficult.	3/21/2018 11:39 AM
54	Annually scheduled meetings between administrative staff, teachers, and university staff	3/21/2018 11:31 AM
55	Collaborative teaching methods between service providers (i.e. speech) and special education teachers.	3/21/2018 10:35 AM
56	Types of experiences (i.e. collaboration, research)	3/21/2018 9:45 AM
57	Primarily, expectations from both partners should be clearly delineated and discussion between P-12 teachers and university supervisors regarding teacher candidates performance.	3/21/2018 7:57 AM
58	Getting these students ready to enter the teaching field	3/21/2018 7:40 AM
59	Master P-12 Teachers should supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive.	3/20/2018 10:13 PM

60	Faculty from the higher ed community should be frequenting the P-12 classrooms themselves in an effort to keep their teaching of the pre-service teachers relevant	3/20/2018 9:09 PM
61	Commitment to taking student teachers, commitment to providing candidates with top quality cooperating/mentor teachers, commitment to working closely with institutions.	3/20/2018 8:00 PM
62	Communication, Expectations that do not change during experience, Compensation	3/20/2018 7:39 PM
63	We should examine overall needs from early-career teachers from the institutions who are hiring them. We should also recognize that any changes and processes require support from both higher ed and p12 making implementation of substantial changes a significant burden to all.	3/20/2018 7:20 PM
64	Willingness for districts to take on practicum students	3/20/2018 6:21 PM
65	Clinical experiences should be mutually beneficial to all stakeholders. P-12 should benefit as much as higher ed. (and vice versa). Shared professional development across P-16/P-20 partners should be a goal. Preservice teachers, inservice teachers and college faculty (as well as BOCES personnel and other stakeholders) should all be around the table when professional development aimed at advancing P-12 student learning is addressed. All parties should have opportunities to give AND receive this kind of professional support.	3/20/2018 6:03 PM
66	funding and incentives for professional development and community building between these two communities; reasonable incentives or acknowledgment for teachers in the P-12 system to serve as mentors;	3/20/2018 5:32 PM
67	Curricular frameworks, state and national standards, feedback mechanisms	3/20/2018 4:39 PM
68	Collaboration key. Leadership in envisioning integration/application professional development from higher ed. Access to sites and opportunity for reflection regarding higher ed initiatives from P-12	3/20/2018 3:40 PM
69	share similar philosophy and most of all, they need to be on the same page in terms of how students are trained.	3/20/2018 3:33 PM
70	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive	3/20/2018 2:24 PM
71	I would envision less hours of just observing teachers and more hours interacting with teachers and students. This is not necessarily and increase in overall hours.	3/20/2018 2:19 PM
72	Clear details about how funding for these partnerships will occur. Pay for teachers, pay for time to develop partnerships, pay for administrators to develop, monitor and review partnerships, pay to faculty to develop PD and teachers to go to them.	3/20/2018 1:57 PM
73	Clear explanations about how these partnerships will be funded, lest they become another unfunded mandate from Albany	3/20/2018 1:56 PM
74	It should be a collaboration between the teachers with whom students are working and in whose classrooms they are teaching and the higher ed community of professors who teach pedagogy and the professors who are evaluating the student in the classroom.	3/20/2018 1:17 PM
75	Quality on site faculty mentors. not just someone who wants extra hands in their classroom	3/20/2018 10:47 AM
76	(1) flexibility for IHEs, P-12s, and community organizations to: (a) develop and work within educational programs that involve all of the above (e.g., after-school, community-embedded, and teacher induction programs), AND/OR: (b) develop/strengthen collaboration in traditional P-12 instructional settings (i.e., regular school activity) - see Zeichner's (2010) "third space" criteria; (2) collaborative opportunities for IHEs and P-12 institutions to address fundamentally different assumptions, language, and ideas about learning, teaching, and teacher education/development - leading to establishment of common goals and practices for teacher learning across IHE and P-12 partnerships; (3) increase in funding from NYS to equitably support stronger partnerships and collaborative opportunities between IHEs and public P-12 institutions	3/20/2018 10:41 AM
77	Competent and highly successful teachers as mentors. Mentors should be recommended by their principals, not just searched for by higher ed.	3/20/2018 9:41 AM
78	The reoccurring issue is that the clinical experiences are mandated for higher ed however P-12 is not mandated to work in collaboration with colleges to accept and train student teachers.	3/20/2018 9:25 AM
79	We are very satisfied identifying the teachers in K-12 schools who we have identified as outstanding cooperating teachers and do not wish to have the state or the K-12 schools change that. We do however find our board composed of K-12 educators who provide feedback about our program very beneficial.	3/19/2018 10:51 PM

80	The same way that common core addresses college and career readiness.	3/19/2018 6:03 PM
81	pay for P-12 partners, especially host/cooperating teachers the need for mentorship. Adding more fieldwork hours (quantity) will not matter if our students are not having a true mentoring experience with their cooperating teachers (quality) recognition and compensation for the labor on the part of faculty members in higher education for starting and sustaining the partnerships necessary for collaboration. This takes time and that time needs to be built into teaching loads and expectations for tenure.	3/19/2018 5:47 PM
82	Flexibility to suit both partners' changing and variable needs—Undergraduate candidates have daytime classes and transportation issues to balance with clinical experience requirements.	3/19/2018 4:12 PM
83	Mandated participation for p-12 institutions in partnerships	3/19/2018 3:12 PM
84	P-12 should be mandated to participate in the partnership.	3/19/2018 3:12 PM
85	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive.	3/19/2018 1:28 PM
86	Mentor Training for Supervising Teachers Focused communication between supervising teachers and university personnel Scaffolded experiences in classrooms - not simply observations	3/19/2018 11:41 AM
87	Provide field experiences with significant exposure to ENL, SPED, and low income students. The partnership should help address the teacher shortage.	3/19/2018 10:27 AM
88	Collaboration between school based teacher and supervisor before, during and after clinical experience starting at the foundational phase and thereafter.	3/19/2018 10:02 AM
89	Amount of time in the classroom (I spend a calendar year student teaching) the quality of experience-immersion etc.	3/19/2018 9:24 AM
90	Sharing and reviewing existing curricular models, more opportunities for college students to execute the primary teacher's lesson plan as part of preparing for student teaching	3/19/2018 8:54 AM
91	Observers from the higher ed need to observe them in class	3/19/2018 7:49 AM
92	Open lines of communication. Opportunities to discuss expectations and responsibilities.	3/19/2018 7:36 AM
93	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
94	Realistic lesson plans, classroom management, differentiated learning	3/18/2018 9:16 PM
95	Greater access to placements Collaborative supervision activities	3/18/2018 9:02 PM
96	applying theory to everyday life effective communication focus on best practice instead of visibility	3/18/2018 8:41 PM
97	Reciprocal relationships between P-12 & High Ed; Training or induction program for Cooperating Teachers	3/18/2018 7:11 PM
98	Day to day demands on a teacher outside of preparing curriculum.	3/18/2018 6:25 PM
99	Partnerships should be designed by both the P-12 and supervising higher ed community involved and immerse teacher candidates in the P-12 position as much as possible and teacher candidates should take on as much of the full duties as the cooperating teacher as possible. The experiences and evaluation of the teacher candidate should be based on the Danielson's rubric with the understanding that new teachers will not be expected to have the mastery of a veteran teacher, but should demonstrate reflection, growth and knowledge of the tools they must acquire to get there. I also think the stakeholders in the partnership need to meet face to face often to review and reflect on the program, student teacher progress and goals. Partnerships need to be more long term and must compensate cooperating teachers well.	3/17/2018 10:00 PM
100	Representation of master teachers.	3/17/2018 9:53 PM
101	mutual understanding of what candidates can/should do and the classroom teacher's responsibility	3/17/2018 11:16 AM
102	Classroom management Training and workshops for teachers interested in urban education	3/16/2018 6:52 PM
103	P-12 teacher training/orientations More on-site supervision by higher ed faculty/staff of placements, particularly those prior to student teaching	3/16/2018 3:07 PM

104	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive.	3/16/2018 2:59 PM
105	discussion of concerns regarding lack of preparedness to student teach	3/16/2018 2:35 PM
106	Teacher preparation should be directly related to the P-12 curriculum needs of schools. Higher Ed faculty and P-12 faculty should be working in tandem to create the most applicable teacher prep curriculum.	3/16/2018 1:44 PM
107	More time for student teaching	3/16/2018 1:14 PM
108	More inter-communication	3/16/2018 12:41 PM
109	Common goals, definitions, and understandings of student outcomes and evidence-based practices	3/16/2018 11:52 AM
110	Advantages built in to the partnership for both entities. Advantages built in to the partnership for both the hosting teacher and student teacher. Advantages for the students in the P-12 program.	3/16/2018 10:46 AM
111	research-based instructional methods shared dialogue	3/16/2018 10:40 AM
112	Liaison and consistent communication	3/16/2018 9:44 AM
113	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive.	3/15/2018 9:11 PM
114	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive	3/15/2018 6:35 PM
115	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive	3/15/2018 3:29 PM
116	Classroom management is as area that very much needs to be strongly addressed at an undergraduate level before the student gets close to being in a classroom situation.	3/15/2018 1:57 PM
117	Master P-12 Teachers as Supervisors of Student Teaching with NYS stipends of \$500 a semester given as incentive	3/15/2018 1:18 PM
118	Scheduling is a major issue. P-12 time frame of having college-candidate visits is not consistent with college course times, vacations and recess.	3/15/2018 12:49 PM
119	Hands on experience instead of just observation	3/15/2018 12:12 PM
120	Common planning time to develop authentic in-school experiences for our future teachers.	3/15/2018 6:10 AM
121	Current research on best instructional practices should be modeled and provided in the higher education communities so that teaching candidates have personal experience in learning in that manner versus traditional lecture model; recognition of school specific instructional goals and family support expectations	3/14/2018 11:41 PM
122	Strong and Intentional Collaboration between P-12 and IHE purposeful and supported progression of candidate in field through meaningful interactions and reflections Immersion with planned integration of content, processes and the profession as a whole in the larger context	3/14/2018 3:44 PM
123	Agreement on the criteria for high quality teaching Agreement on qualifications of mentor teachers Agreement on joint PD for P-12 mentors and higher education supervisors re: effective clinical supervision practices.	3/14/2018 3:16 PM
124	awareness of the degree to which increasing contact time impacts the already jampacked schedule of P-12 educators. It's a delicate balance to strike.	3/14/2018 2:58 PM
125	mutual benefit, early clinical experiences and teaching opportunities for candidates	3/14/2018 1:08 PM
126	Early exposure to classroom instruction, regardless of certification area.	3/14/2018 12:23 PM
127	Realistic expectations, a wide array of school district experiences in order to gain perspective.	3/14/2018 11:49 AM
128	- Feedback from school administrators on how to assess student teachers - Professional development for cooperating teachers	3/14/2018 11:47 AM
129	Classroom experience	3/14/2018 10:48 AM
130	Observations & Student Teaching Experiences	3/14/2018 10:37 AM
131	Continuity of content	3/14/2018 9:39 AM

132	Development of student teacher policies and practices	3/13/2018 3:52 PM
133	Higher Education having a better understanding of the day to day workings of public schools	3/13/2018 3:43 PM
134	-Program development including all stakeholders: administration, teachers, union reps, parents, and others -Professional development for host teachers and pre-service teachers: introduce of all evaluation forms for pre-service teachers, management techniques... -More explicit guidelines and requirements for early stages (field placement) of program...not just observing but analyzing host teacher's instruction, classroom management, social/emotional community building, differentiation, and more. This can be done with journals or required note taking.	3/13/2018 3:39 PM
135	Match what is going on in actual classrooms right now including paper work (ie. data, using data to drive instruction, etc.)	3/13/2018 3:08 PM
136	classroom management differentiation creating rigorous tasks based on standards exposure to engageny curriculum	3/13/2018 3:07 PM
137	scaffolded leaning eperiences	3/13/2018 3:04 PM
138	Lesson planning Small group work differentiation Classroom management horizontal and vertical exposure with various teachers and levels	3/13/2018 3:03 PM
139	Some key components that should be included in partnerships could be curriculum planning to ensure student teachers are up to date with the curriculum in the schools.	3/13/2018 3:02 PM
140	Curriculum planning and lesson planning to ensure students are up to date with the curriculum in schools.	3/13/2018 3:02 PM
141	Curriculum Planning, lesson planning - to ensure students are up to date on all types of planning as being done in schools.	3/13/2018 3:01 PM
142	clearly stated goals clearly stated expectations for the candidate and cooperating teacher	3/13/2018 3:00 PM
143	Student teacher should be part of the planning and implementing of lessons and assessments.	3/13/2018 3:00 PM
144	Clearly stated goals Clearly stated cooperating teachers/teaching candidates responsibilities	3/13/2018 3:00 PM
145	Clear expectations able to work wit students familiar with school community	3/13/2018 2:57 PM
146	small group and whole group reading and math instruction	3/13/2018 2:53 PM
147	Consideration of observation hours and student teaching	3/13/2018 7:47 AM
148	Consensus on what teacher training is needed and partnering to provide these opportunities.	3/12/2018 5:10 PM
149	There should be at least 51% of members currently teaching, with approximately half from P-12 and half from higher ed. There should be fewer administrators and others on these committees.	3/12/2018 3:49 PM
150	Communication!	3/12/2018 2:19 PM
151	Academic interventions	3/12/2018 1:59 PM
152	An initiative for teachers to become more active participants in the student teaching experience.	3/12/2018 12:23 PM
153	1. Content preparation expectations so content majors align with preparing teachers, not just mathematics majors, biology majors, etc. 2. Preparation for teaching all students.	3/12/2018 11:58 AM
154	I feel students exiting preparation programs need more work in the area of Mental Health and Special Education.	3/12/2018 9:19 AM
155	- The ability for school districts to accept students for clinical experiences - Clear communication	3/12/2018 8:55 AM
156	Lesson planning, small group and whole group instruction.	3/11/2018 10:08 PM
157	I am chair of the Counselor Education program at the College at Brockport, SUNY. We train school counselors and not teachers.	3/11/2018 7:59 PM
158	Student teachers should be required to work with school librarians!	3/11/2018 7:54 PM
159	-observation protocol -length of time for clinical training -requirements for ed TPA	3/11/2018 6:17 PM
160	The P-12 partners should be aware of and have a voice in the clinical experiences, but University educators would have the lead voice. Aligning instructional goals, professional expectations, opportunity for candidate access to special education resources and administrative support would be examples of helpful focal points.	3/11/2018 3:00 PM

161	- clear communication between P-12 and higher ed highlighting the needs each has, and ways they can support each other. - P-12 classrooms can find ways to integrate and utilize teaching candidates from higher ed - Higher ed can reach out and make available PD to P-12 teachers at no cost- especially as it relates to tech integration and differentiation.	3/11/2018 1:03 PM
162	practical experiences in lesson planning, classroom management, application of standards, and current learning/teaching models	3/10/2018 10:00 PM
163	Workshops, mentor support, principal support, community support	3/10/2018 12:55 PM
164	The amount of hours required, the specific tasks that should be accomplished by the end of the experience. I have noticed extreme differences in requirements from different institutions.	3/10/2018 12:49 PM
165	Junior block and/or some other significant classroom time before student teaching is very important	3/9/2018 9:51 PM
166	collaboration	3/9/2018 9:48 PM
167	Role of teacher as leader in/through the classroom, role of teacher as student advocate because without positive relationships--learning doesn't thrive, and librarian as collaborator with school librarian to increase resource sharing, efficiency, and quality of resources.	3/9/2018 6:01 PM
168	More teacher and new teacher time. More push in from teachers into college classes.	3/9/2018 5:37 PM
169	Familiarity with the architecture of accomplished teaching. Previous work and understanding of new standards. P-12 and HE need to develop agreement of expectations in terms of supports and independent work. Mechanisms to improve identified areas of weakness. Protocols for observing other teachers while in the district.	3/9/2018 5:25 PM
170	Communication, Collaboration, Clear and Shared Expectations and scoring practices	3/9/2018 4:28 PM
171	Including mentor teachers (master teacher leaders) from the field in course work/prep to make our work more relevant.	3/9/2018 3:49 PM
172	Diversity, positive relationships with all stakeholders, areas for teaching in a wide range of school settings, teaching students with special needs	3/9/2018 3:34 PM
173	A requirement for P-12 institutions to provide high quality mentor teachers/clinical coaches to teacher candidates. There is already competition among teacher prep programs to secure clinical experiences with no accountability placed on P-12 institutions. This needs to be amended.	3/9/2018 2:16 PM
174	A 'partnership with P-12' usually only means with administrators. The classroom practitioners should be a significant piece of this partnership. The state professional associations of teachers are an asset that is ignored.	3/9/2018 1:51 PM
175	There should be less standards for teachers to "cover." There should be a baseline of information/skills that kids should be able to show for each grade level. The same should be said for pre service teachers, they should be able to display certain skills/attributes in order to be accepted to the clinical program and then another set of skill/attributes in order to become eligible to become a full time teacher.	3/8/2018 9:03 PM
176	Training for both college supervisors and mentor teachers.	3/8/2018 5:58 PM
177	observations, teaching placements,	3/8/2018 3:17 PM
178	expectations of the profession, higher ed needs to prepare teachers to provide specially designed instruction to students with disabilities so the partnership must address what works to meet the needs of all students. Too many teachers enter the profession with minimal understanding of how to meet the needs of diverse learners.	3/8/2018 2:50 PM
179	Collaboration and communication, shared professional development opportunities as appropriate	3/8/2018 1:51 PM
180	student-teacher hour requirements, expectations and the impact it may/may not have on school district personnel	3/8/2018 1:34 PM
181	Regular meetings between college and partner(s). Co-construction of field experiences.	3/8/2018 11:47 AM
182	preparation of candidates prior to field experiences	3/8/2018 10:00 AM
183	Collaboration between the field and the college Workshops and Inservice	3/7/2018 10:16 PM
184	Expectations. Lesson plan forms.	3/7/2018 9:47 PM

185	Updated best practices in behavioral intervention across the grade levels and disciplines. Specific models provided.	3/7/2018 6:49 PM
186	Real dialogue between both levels	3/7/2018 6:05 PM
187	workshops/conferences	3/7/2018 4:34 PM
188	More willingness to work with community college students, cooperating teachers trained to work with college students, a key contact person/field experience coordinator at each site, communication between faculty and cooperating teacher	3/7/2018 4:31 PM
189	Communication of shared expectations	3/7/2018 4:12 PM
190	procedures for identifying qualified mentor teachers scaffolding of experiences so the teachers candidates progress at a reasonable pace toward being a certified teacher	3/7/2018 12:06 PM
191	You should student teach in the district you hope to work in.	3/7/2018 11:36 AM
192	Planning Teaching Assessing	3/7/2018 11:08 AM
193	Regular Collaborative Meetings	3/7/2018 11:03 AM
194	Listen to the teacher prep program administrators, the students and the cooperating teachers as to what makes the most sense.	3/7/2018 9:25 AM
195	The P-12 communities need to be mandated to be involved in the process. It seems like all the mandates come toward higher ed, not P-12.	3/7/2018 8:01 AM
196	Academic calendar, dual cert/advance cert programs, ability to fit in the expected field work hours in relationship to credit loads, etc.	3/7/2018 12:31 AM
197	Placements Experiences: tutoring, teaching in small and large group settings, one year student teaching/mentoring	3/6/2018 9:50 PM
198	Higher ed community instructors need to: 1. be better informed and up-to-date on all school related regulations and mandates (example - teacher candidates did not know about RTI); 2. include much more specific instruction and learning experiences in behavior management strategies (general ed as well as special ed).; 3. special ed. teacher candidates need more instruction in how to develop and write effective, coherent IEP's.	3/6/2018 6:44 PM
199	Sustainability between partners to build reciprocity between P-12 and higher education	3/6/2018 3:33 PM
200	Discussion panels	3/6/2018 2:19 PM
201	Opportunity for collaboration, both with professors and student teacher candidates	3/6/2018 1:53 PM
202	shared expectations for teacher candidate accountability, modeling of pedagogical best practices, communication,	3/6/2018 1:34 PM
203	How to best prepare students for higher education in P-12	3/6/2018 1:25 PM
204	Length of time student teachers spend working should be longer and more diverse population	3/6/2018 12:54 PM
205	-discussion of expectations for candidates -evaluation of how placement requirements will prepare students for the day to day demands of teaching	3/6/2018 12:22 PM
206	Training, real life experiences, course work related to skills that Teachers need to meet the needs of students in the classroom.	3/6/2018 11:58 AM
207	There could be better communication about how New teachers fit expectations. In other words, a district could provide feedback to anew teachers preparation program regarding outcomes in the classroom and in district so the preparation program could make adjustments.	3/6/2018 11:50 AM
208	Targeting specific clinical experiences and concerns that have not been addressed.	3/6/2018 10:45 AM
209	A true understanding/contract between P - 12 neighborhood schools and higher education communities.	3/6/2018 10:35 AM
210	Classroom teachers need to be a dominant voice in this. Often administrators are part of the MOU, but the classroom teachers who are directly engaged with teacher candidates are not.	3/6/2018 9:35 AM
211	The clinical experience should be a residency not just field work or student teaching.	3/5/2018 10:47 PM
212	Our students need a pipeline for employment and affordable student teaching options.	3/5/2018 9:58 PM

213	1. Many opportunities to put theory into practice by having preservice teachers during their methods courses observe and teach both small and whole classes of children multiple times, with feedback from their school mentor teachers. 2. If possible, teach methods courses directly in a school from the beginning of the semester so that preservice teachers have many opportunities to enter classrooms to observe/teach and return to their methods course classroom to debrief and discuss their learning. This can be extremely powerful in helping preserve teachers understand theory to practice and encourage a partnership between the school and institution of higher education...essentially building a PDS relationship. 3. School administration,i.e. principals, assist. principals, superintendents, should be included in meetings with college/university faculty to discuss the clinical program and should support the PDS relationship.	3/5/2018 7:22 PM
214	Job expectations, mental health in students, best practices for learning/engaging students	3/5/2018 3:09 PM
215	xyz	3/5/2018 2:25 PM
216	Aligning coursework to real-world teaching and classroom experiences. Embedding many authentic opportunities for those in teacher preparation programs to get experiences in schools working with students.	3/5/2018 12:45 PM
217	It is critical that all stakeholders understand the expectations for participating in the field work no matter the level.	3/5/2018 12:30 PM
218	the transitional period between p-12 and job training or higher education, the skills gap during this period and how to address it	3/5/2018 11:55 AM
219	visitations, conversations on topic	3/5/2018 11:41 AM
220	theory to practice (as new research comes available incoming teachers need to witness those theories in practice) Reflective learning communities (establishing content specific and generalist learning communities between professors/researchers - master teachers - and incoming teachers) to promote a change in culture	3/5/2018 10:35 AM
221	Consultation with partners and their unions and respect for implications of policy, and workload at all levels. Resources to compensate partners, including but not limited to release time and extra service pay	3/5/2018 9:47 AM
222	Development of regulation regarding hours, outcomes, and demonstrated competencies.	3/4/2018 3:21 PM
223	Recruitment of more teachers of color, encourage P-12 candidates to focus on quality vs. quantity of instruction.	3/4/2018 10:28 AM
224	Understanding edTPA requirements Similar expectations and respect for different roles everyone plays in preparing future teachers. Spending time helping the teacher candidates learn about the students.	3/3/2018 6:41 PM
225	Relationships with teachers currently practicing. I was an intern at Syracuse this gave me 8hrs a day with teachers and staff teaching me all facets of education.	3/2/2018 5:32 PM
226	Student teachers should be given more responsibilities for teaching and planning rather than just observation	3/2/2018 4:55 PM
227	Professionalism, Clearly defined and outlined roles and schedules for candidates and cooperating teachers, greater contact between higher education communities and the cooperating teacher directly to provide better guidance, greater understanding of candidates about school policies and student paperwork/assessment	3/2/2018 2:46 PM
228	Having clear, codified agreements to roles and responsibilities, including shared resources, strategic alignment of curriculum and shared supervision and evaluation of student teachers, aligned to the district rubric.	3/2/2018 10:25 AM
229	Ongoing collaboration of expectations Opportunities for check in and follow-up	3/1/2018 7:34 PM
230	P-12 sharing real student work and videos of teaching. Higher Ed community sharing real data and findings on the most recent educational research	3/1/2018 6:26 PM
231	Standards Classroom Management Technology	3/1/2018 4:12 PM
232	Open and honest communication	3/1/2018 2:06 PM
233	Supervisory experiences; theoretical conversations, study groups, standards reviews	3/1/2018 1:58 PM
234	Participation in non-instructional activities, Rtl meetings, IEP meetings, team level meetings	3/1/2018 11:29 AM

235	A meeting of the minds - some sort of contract that outlines the expectations and requirements. Benefits for all parties involved - might need to be spelled out so everyone can see why the partnership is beneficial.	2/28/2018 7:55 PM
236	Criteria for evaluating teacher candidates. Many times, these encompass the "scientific" elements of teaching, such as the structure of a lesson or the knowledge of a content area, but they lack the "art" of delivering instruction, such as the ability to establish rapport/relationships with students, create engaging connections to the external environment, etc. Additionally, P-12 and higher education should collaborate on the process that takes place when concerns are noted for a teacher candidate.	2/28/2018 4:15 PM
237	I answered this once and apparently timed out. May I suggest in developing surveys you give responders a time frame to warn them as this has become much more time consuming than I was led to believe. Also, as with college on-line letters of reference, a provision which allows one to save and come back at another time./ Key components: *allow P12 component to voice needs/concerns from their point of view. This cannot be another promulgation by NYSED. *student teacher candidates must have a voice and a significant one- both beginning and corrent/recent student teachers. *costs for both student teachers (and their families) as well as the colleges must be con sidered. *The time commitment is likely to be significant and cost/benefit appreciation must be considered.	2/28/2018 3:25 PM
238	P-12 should be incentivized to host our students in pre-student teaching	2/28/2018 3:15 PM
239	Standards about which cooperating teachers will work with student teachers. Just as we tell our students that an outstanding teacher can make a big difference in a student's life, so should the same be true for a student teacher. Much care should be taken to select high performing mentoring teachers, and incentives should be in place for high performing teachers to participate.	2/28/2018 10:37 AM
240	Application of pedagogy vs what higher education communities don't always match	2/27/2018 9:24 PM
241	Students should be competent in the discipline they are attempting to teach. They should be familiar with the schedules and expectations of the district.	2/27/2018 5:47 PM
242	strong focus on planning and preparation, instructional delivery in meeting the educational, social, and emotional needs of a diverse student population. The ability to collaborate effectively with colleagues, supervisors, and parents/community members. Emphasis on continuing professional development that is actively integrated in the teacher's planning, preparation, and instructional delivery.	2/27/2018 3:50 PM
243	Clear expectations for the teacher candidate as well cooperating teacher	2/27/2018 2:33 PM
244	Roles of the Cooperating Teacher/Mentor EdTPA training for P-12 communities Support for Cooperating teacher - could include monetary support, time support (an extra free period to meet with the student teacher), specific write ups that are put in their file, etc District level encouragement for schools and teachers to mentor Student teachers Co-created ways to evaluate student teacher performance and cooperating teacher performance	2/27/2018 2:04 PM
245	Work with underrepresented	2/27/2018 10:56 AM
246	More field work connection between the higher ed and classroom experiences. Increased connections/collaborations between supervisors at school level and the higher ed communities.	2/27/2018 9:58 AM
247	Roles of candidates, clinical and university supervisors in the schools; classroom and school expectations on candidates;	2/26/2018 7:15 PM
248	ECE students should see all the programs offered to preschool children including 4410 community based programs	2/26/2018 6:10 PM
249	Observing actual teaching, preparing students to learn the craft and give them structured, critical feedback on how to improve before entering the classroom.	2/26/2018 5:20 PM
250	Our teacher education students are begging schools to allow them to do clinical experiences. Not acceptable. Worse if our candidates need to work with students, i.e. tutor them or record them speaking or reading.	2/26/2018 4:56 PM
251	Appropriateness of placement Meaningful experiences Selection of mentors Evaluation methods Feedback methods General guidelines and rules Need areas for improvement On going assessment of success	2/26/2018 4:24 PM
252	Classroom management, special education, collaboration in addition to content.	2/26/2018 10:31 AM
253	Assessment and self study participation	2/26/2018 10:09 AM

254	Classroom management Time management State Standards to ensure they are being addressed per lesson.	2/25/2018 7:51 PM
255	Job placement or substitute teaching opportunities.	2/25/2018 7:13 PM
256	Candidates' experiences should, whenever possible, be designed to include real work in educational settings such that resources can also support candidates financially during their preparation programs. Too many candidates work full time and cannot benefit from the programs we design for them because they are exhausted.	2/25/2018 11:40 AM
257	Include the voices of teachers in diverse school settings, and include progressive educators/schools.	2/24/2018 11:30 PM
258	Time to collaborate to develop best practices, etc..	2/24/2018 8:37 PM
259	Funding for hosting school to collaborate with colleges after school, summers, etc.	2/24/2018 3:17 PM
260	Academic rigor and life skills. Writing genres	2/24/2018 10:36 AM
261	Allowing them to plan and implement lessons on their own, allowing them to teach regents classes, showing them other aspects of working in a school besides teaching, like attendance and other meeting procedures	2/23/2018 8:04 PM
262	The host teachers should be on the same page in understanding the program requirements and their role in helping the university meet these.	2/23/2018 8:03 PM
263	Communication regarding regulations, needs of students in the classrooms, differentiation, management and emotional needs of all participants in a child's education.	2/23/2018 6:19 PM
264	-mutual exchange of information where both entities benefit (what does P-12 need, what does IHE need) -actual conversation and exchange of people/ideas	2/23/2018 5:04 PM
265	I think there needs to be more incentive for P-12 schools to accept student teachers. We have found that with the increased demands on teachers, there has been less of a willingness to accept a student teacher.	2/23/2018 4:58 PM
266	Professional development relevant to current programs in the schools for the candidates	2/23/2018 4:28 PM
267	experience of teachers hosting student teachers professional develop for partners should not be mandatory	2/23/2018 2:07 PM
268	Discussions involving teachers and administrators in regards to how prepared new teachers are to begin their careers and how we can better prepare them.	2/23/2018 1:04 PM
269	Parsimonious review of program requirements and data, PD for host site in program expectations and understandings, inter rater training	2/23/2018 8:02 AM
270	Sequence of experiences Collaboration between school and college personnel Mutual supervision	2/23/2018 7:52 AM
271	on-going communication about student teacher or fieldwork student's progress, agreement to allow students meaningful activities	2/22/2018 5:55 PM
272	The issue becomes getting the P-12 partners involved as they already are running a district, etc. and there's no incentive for them to spend more time than they already are (which is purely voluntary).	2/22/2018 4:42 PM
273	Before this is discussed, it needs to be stated that the proposed changes fail to acknowledge the unique nature of Long Island with 127 individual school districts. This is a vastly different model from the large central school districts north of Long Island with one large high school and two or so middle schools. It is far easier to arrange partnerships there than here on Long Island. This all sounds good in principle but the reality is a vastly different one here. Had the Clinical Practice Work Group included representation from Long Island, beyond just one person, you might then have realized the difficulty of establishing partnerships.	2/22/2018 4:42 PM
274	Good communication Compensation for partnership schools Financial assistance to teacher candidates	2/22/2018 3:31 PM
275	Open communication regarding the process and expectations of the experience(s)	2/22/2018 2:05 PM
276	The State ED Department make it clear to High Schools in NYC that they should work w/us in forming partnerships.	2/22/2018 10:26 AM
277	Principals in partner schools should be considered clinical faculty and have access and voice in the university-school decisions.	2/21/2018 4:59 PM

278	Coordination and collaboration in planning and assessing placements.	2/21/2018 3:36 PM
279	building learning communities of teachers and teacher candidates	2/21/2018 3:24 PM
280	-Curriculum/Standard understanding -Professional preparedness -Community specific needs	2/21/2018 1:25 PM
281	input from both communities commitment from both communities for the professional development of teachers and leaders	2/21/2018 9:21 AM
282	Host teachers should be willing to allow student teachers some academic freedom during their student teaching. Getting weekly feedback from host teachers on the performance of student teachers.	2/20/2018 4:02 PM
283	Content, expectations, time on tasks	2/20/2018 1:32 PM
284	More support for cooperating teachers to understand the EdTPA. More recognition/rewards for cooperating teachers who mentor student teachers. More incentives for cooperating teachers to mentor student teachers.	2/20/2018 10:29 AM
285	collaborative evidence-based practices and assessments, inclusive settings, professional development	2/20/2018 12:57 AM
286	What is reasonable to expect of each participant: college faculty, teacher candidates, and school-based faculty? Time to collaborate?	2/19/2018 6:46 PM
287	opportunities for dialogue and open communication, an intersection of practical and theoretical, part of our work is to continue the advancement of our field, not just a maintenance of the status quo...adaptations around content areas needs	2/19/2018 5:58 PM
288	Development of rubrics that indicate what is expected of pre-service teachers.	2/19/2018 5:42 PM
289	Flexibility. Focus on EBPs/HLPs. Mutually advantageous. Changing criterion or expectations from 100 level experiences on up. Field work needs to be set at different levels and must be taken into consideration for seamless transfer.	2/19/2018 1:36 PM
290	The higher education understand and support needs of students in P-12 schools where student teaching is taking place	2/19/2018 12:36 PM
291	Documented commitment from both the school district and the higher education institution. If professional development will be required for the school district's staff, there needs to be easy access and payment for this commitment.	2/19/2018 9:26 AM
292	Both entities must work to ensure the teaching candidates are exposed to quality instructional practices and positive mentoring/coaching.	2/19/2018 8:49 AM
293	Opportunities for knowledge sharing and input into program design, goals between k-12 and higher ed partners. Meaningful checkpoints and check ins for partnership development and maintenance	2/18/2018 5:36 PM
294	Lesson planning and assessment expectations. Professional development	2/18/2018 12:30 PM
295	clear articulation of expectations opportunity to implement evidence based practices shared vision regarding PBIS	2/17/2018 9:54 PM
296	experience in a variety of settings	2/17/2018 9:26 AM
297	Combined observations of student teachers, extended field experiences, professors to visit school placements, courses taught at school settings.	2/16/2018 10:45 PM
298	Organize placement of college students into classrooms. Placements should start Freshman year and continue all 4 years.	2/16/2018 7:54 PM

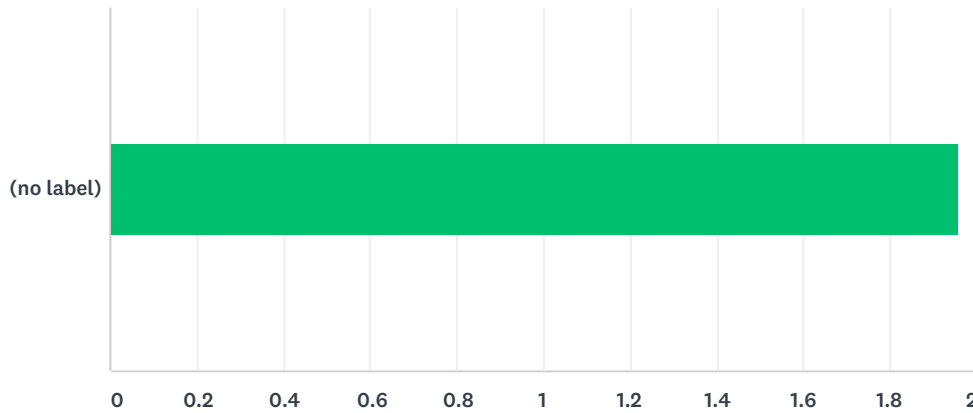
299	1) The growing shortage of science (and technology) teachers is leaving schools without certified teachers or is putting them in the position of hiring novice uncertified teachers, or student teachers during their initial student teaching. Different levels of college support are necessary for candidates in these various scenarios. 2) A year-long experience will more fully prepare candidates for a teaching career. 3) Candidates, particularly career-changers, would find a full year of field experience difficult, at best. A model where the initial experiences (Semester #1) include on-site coursework and students incur the tuition costs seems reasonable. At the same time, once the student teachers move on to the second semester, they are better prepared to meet the needs of the school and district. At least a modest level of financial support would enable candidates to complete this second semester. On-site coursework would continue. (In this scenario candidates would be busy during the day as well as into the evening. The possibility of part-time employment is precluded, particularly for those with families including young children.)	2/16/2018 6:39 PM
300	Expectations for all involved and a sense of how each works so everyone is on the same page.	2/16/2018 5:03 PM
301	understanding of fieldwork goals quality field placements meetings between classroom teachers and college professors	2/16/2018 4:27 PM
302	Closer communications with cooperating teachers and admin of schools, with Higher Education. In addition, longer clinical experience in the schools. And, Student Teachers should have more experience involving P.D for teachers of record.	2/16/2018 4:23 PM
303	Required coursework, required field experiences	2/16/2018 3:58 PM
304	Use of teachers with strong HEDI scores. Value of these partnerships as part of a professor's being granted tenure.	2/16/2018 3:56 PM
305	I think maybe listening to a panel of teachers discuss the challenges that they face daily--besides lesson planning, etc. Things that teacher candidates might not think about when entering the field. On the flip side, they should also hear the positive things that they might not think about.	2/16/2018 2:14 PM
306	The student candidtae should spend more time with their master teacher working in the field. The idea that is being proposed to allow 50 hours in a simulation instead of in the field with real kids is short sighted and shows a lack of knowledge of real classrooms with real kids with real problems.	2/16/2018 12:07 PM
307	Learning outcomes, procedures that students and hosts should follow, evaluation process	2/16/2018 12:06 PM
308	a gradual increase of responsibility in the role of teaching with diverse learners; mentoring; feedback on practice	2/16/2018 11:40 AM
309	Strong communication, willingness to consider/ adapt new ideas	2/16/2018 11:35 AM
310	Longer practicum and student teaching blocks	2/16/2018 11:19 AM
311	There needs to be a consistent, intentional, and clear connection between the field experience expectations and on-campus classroom experience. Too much of what is done on the college campus is not aligned with the expectations, practices, and work done in schools. There is too much theory and not enough practical going on, on campus.	2/16/2018 9:16 AM
312	1. Experienced cooperating teachers. 2. Willingness to support, guide and mentor teacher candidates. 3. Willingness to engage in reflective dialogue to support all parties.	2/15/2018 8:52 PM
313	Public school teachers should be involved in teaching and mentoring per-service teachers, as teachers in residence at the University. This contribution should give them a shorter teaching day at their home institutions.	2/15/2018 8:45 PM
314	Familiarity with specific programs/strategies the school uses: latest standards (Next Generation), inclusion, Responsive Classroom, etc.	2/15/2018 6:57 PM
315	More opportunities for students to explore teaching before they get too involved in the program.	2/15/2018 6:55 PM
316	Expectations for Lesson Plans	2/15/2018 6:13 PM
317	Expectations for both groups. Have a shared set of expectations.	2/15/2018 4:23 PM
318	Distinct rules for failing or passing a student Expectations for clinical canidates from PS 12 and from college.	2/15/2018 4:19 PM
319	Development of realistic clinical experience expectations	2/15/2018 3:44 PM

320	Partnerships must ensure "high quality clinical practice"... so "candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development." (from Council for the Accreditation of Educator Preparation, CAEP, Standard #2)	2/15/2018 3:25 PM
321	progress monitoring strategies assessments	2/15/2018 3:06 PM
322	Logistically this may be difficult. I think teacher candidates should get more teaching experience prior to student teaching	2/15/2018 2:59 PM
323	More closely supervised clinical experiences that accurately reflect the complexities of today's classrooms.	2/15/2018 2:54 PM
324	Written agreements, handbook (ie. expectations), periodic meetings	2/15/2018 2:24 PM
325	Should represent the entire age range to include birth to three as well as preschool. Cooperating teachers should be a voluntary option, not assigned by directors and principals.	2/15/2018 2:23 PM
326	working together on placements and expectations of clinical experiences of both the students and cooperating teacher	2/15/2018 1:42 PM
327	Co-teaching, assessment skills, classroom management content, ability to actively engage new teachers in school activities.	2/15/2018 1:22 PM
328	Common understanding and language surrounding standards, curriculum, instructional planning, assessment cycle, teaching standards and their related rubrics. Ideally there is an alignment with how the IHE trains candidates in these items with how the LEAs implement these things.	2/15/2018 12:38 PM
329	How will you fund this additional time? If we expect students to spend more time in schools then they should be paid. They are performing valuable services with additional hours and no more credits, so then how do we fund it to ensure that it is not just extra time, but that they have the appropriate scaffolding?	2/15/2018 12:30 PM
330	The focus should be on measurable evidence that the teacher candidate is prepared for the classroom. The students require coaching and appropriate models of good teaching during this experience. Training is needed that both P-12 & college are on the same page and supporting the same goals.	2/15/2018 12:00 PM
331	Up to date standards and expectations More teaching opportunities within the classroom	2/15/2018 11:43 AM
332	Diversity, cultural responsiveness, variety of locations for clinical practice, conversations with educators in the field in these areas	2/15/2018 11:23 AM
333	Professional practice Classroom management Differentiated instruction	2/15/2018 10:58 AM
334	Partnerships for student observers and student teachers. Support (financial) and training of selected mentor/co-operating teachers. On-Line Collection of assessment from mentor/co-operating teachers. Common Rubric of expectations.	2/15/2018 10:49 AM
335	Commitment to allowing pre-service teachers into their schools and incentives for master teachers to mentor them.	2/15/2018 10:47 AM
336	NYSED needs to provide incentives to the P-12 partners to help rationalize their participation. Given the pressures of testing, it is increasingly difficult to attract new cooperating teachers, let alone create partnerships of the kind idealized here.	2/15/2018 10:46 AM
337	-	2/15/2018 10:28 AM
338	the availability of experienced certified teachers the provision of a quality experience the level of university supervision	2/15/2018 10:27 AM
339	curriculum types and depth of experiences professional development of clinical faculty and coop teachers re: mentoring/coaching, CAEP professional standards, edTPA, evidence-based practice Professional development of IHE faculty re: current practices and trends in the schools, current curricula and assessments, NYSED standards and implications for school practice	2/15/2018 10:23 AM
340	Communication about appropriate placements (personalities, teaching style, etc.) and daily communication about how the student is doing.	2/15/2018 10:02 AM
341	There needs to be more discussion about the student role in the clinical experiences. Some colleges are telling students they are only to observe. This is not going to get them the experience they need. They must be involved in the learning taking place in the classroom.	2/15/2018 10:00 AM

342	Discussions about current practices in day to day teaching as opposed to theory. Less paperwork/Ed TPA and more focus on hands on work and connecting with students. The prior is a huge distraction from the practical experience which should be the most meaningful!	2/15/2018 9:42 AM
343	The supervisor provided by the college needs to have clear expectations for the Teacher Candidate.	2/15/2018 9:11 AM
344	Class sizes, team teaching, mental health issues in schools that impact learning, poverty	2/15/2018 6:44 AM
345	Shared planning of the experience with faculty support for the P-12 school initiatives.	2/14/2018 10:14 PM
346	Professionalism has as times been an issue. I know that it is taught and reinforced but I feel like more situational practice should be done with prospective candidates before they are sent out in the school environment.	2/14/2018 9:02 PM
347	types of experiences	2/14/2018 8:57 PM
348	Cooperating teachers who are skilled, considered excellent and welcoming to teacher candidates	2/14/2018 8:48 PM
349	Understanding of common language used in todays educational settings	2/14/2018 6:40 PM
350	students should student teacher in elementary, middle, high school regardless of the major.	2/14/2018 6:27 PM
351	How to tightly align the experience at school sites to the seminar learning	2/14/2018 6:10 PM
352	Field experience, internships, teacher residencies	2/14/2018 5:54 PM
353	Access to student data so that our student teacher candidates know who they are teaching	2/14/2018 5:43 PM
354	Professional development for cooperating teachers	2/14/2018 5:29 PM
355	university partnership with P-12	2/14/2018 5:02 PM
356	What works best for the P-12 partners and the institution. A one-size fits all model will not work across the state.	2/14/2018 4:38 PM
357	visitation into the classrooms.	2/14/2018 4:26 PM
358	Advisory Boards Co-reviewed evaluation rubrics Coaching training for master teachers	2/14/2018 3:40 PM
359	-open communication between all parties -cooperating teachers allow student teachers to present lessons independently -feedback should be given by all parties	2/14/2018 3:32 PM
360	Scaffolded timeline of expected experiences Small set of co-determined outcomes of the experiences	2/14/2018 3:31 PM
361	Incentives for participants. Written MOU. Benefits to all parties.	2/14/2018 3:21 PM
362	Input from higher ed institution regarding the teachers that supervise pre-service candidates within the schools. Required seminar(s) to provide cooperating teachers guidance on how to address work of student teacher Higher compensation or other acknowledgement for cooperating teachers to make the task attractive to them.	2/14/2018 3:18 PM
363	Common skill-set to look out for during student teaching.	2/14/2018 3:09 PM
364	funding to support the teachers and commitment to our students.	2/14/2018 3:06 PM
365	Public schools and college work together	2/14/2018 2:50 PM
366	P-12 mentors should be using current best practices, not just what they have always done. Also actively support higher ed learnings in the classroom, not "they don't expect you to really do that here". Make sure higher ed does know what the practice looks like in the field and can support student learning!	2/14/2018 2:38 PM

Q16 All 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.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	30.96% 135	50.92% 222	9.17% 40	6.42% 28	1.61% 7	0.92% 4	436	1.96

Q17 What are some key activities that teacher candidates should be expected to observe and participate in and some key competencies that they should be able to demonstrate throughout the clinical experiences?

Answered: 368 Skipped: 226

#	RESPONSES	DATE
1	I believe that over the course of their clinical experiences, there are certain activities that candidates should experience. However, I do not think it reasonable or realistic that all of those requirements be met in each clinical experience. For example, I think it important that students have an opportunity to learn about how schools work with students with special needs and English language learners through observation and when appropriate participation in classroom activities. However, it is not realistic to assume that candidates will be able to do this in each placement. Since clinical experiences are attached to coursework, it makes most sense to align the clinical experiences with the courses in the pedagogical core such that candidates have a cohesive overall experience as they learn synthesize theory and practice.	3/26/2018 11:32 PM
2	The clinical experience focuses on student teaching, which should be an experience in which students are synthesizing their knowledge and practices of teaching and learning. It is not reasonable to require all clinical experiences to cover an entire curriculum for teacher preparation. Some of the requirements listed, such as "means for understanding the needs of students with disabilities, including at least three semester hours of study for teachers to develop the skills necessary to provide instruction that will promote the participation and progress of students with disabilities in the general education curriculum," clearly need to happen across several courses. Others are currently met through workshops, such as those for DASA, School Violence, and Child Abuse Recognition. Education Programs should have flexibility in how they will determine the sequence of the curriculum, when topics will be introduced, when they will be practiced, and when they will be assessed across the variety of field and clinical experiences that are offered.	3/26/2018 6:31 PM
3	Key activities that teacher candidates should observe and participate in as well as demonstrate include a willingness to learn and grow, content knowledge, strong lesson development skills and flexibility. And the opportunity to collaborate with a school librarian on a lesson. School librarians are certified to teach information literacy skills which include inquiry, research, resources, and digital citizenship – all critical skills needed by students for success. A partnership with a school librarian can benefit many.	3/23/2018 7:44 PM
4	Again I think this depends on if the teacher education program is graduate or undergraduate. For speech-language pathology majors it should be more aligned with the requirements of the American Speech-Language -Hearing Association (ASHA) requirements.	3/22/2018 10:43 PM
5	Teaching, planning, assessing, asking questions to support student learning, differentiating instruction, adjusting instruction based on student understanding	3/22/2018 9:57 PM
6	Observe: How a classroom functions, teacher/student, student/student relationships, and school/classroom and building procedures, subject matter/materials selection and usage, etc.. Participate: Planning and implementation of lessons and creating assessments, utilizing age-appropriate content and materials, choosing relevant content and developing varied instructional strategies.	3/22/2018 9:30 PM
7	this would take too long to explain, and I'd rather comment on the new proposed regulations	3/22/2018 8:23 PM
8	Full unit of instruction from beginning to end with qualified instructors who implement current educational practices. Key competencies are: (1) effective communicator with P-12 instructor (2) on time and willing to assist each day (3) demonstrates a growth not a fixed mindset (4) establishes appropriate teacher/student relationship among students in the classroom (5) develops an understanding of class management strategies (6) manages equipment and students appropriately (7) develops the ability to reflect and improve a lesson	3/22/2018 7:40 PM
9	Observe interactions, curriculum differentiation teach lessons, lead small and whole groups	3/22/2018 7:00 PM
10	(The following response is in reference to "each of the applicable ..." -- need to determine if all requirements are appropriately demonstrated in clinical experience. The requirements should be looked at holistically, versus demonstrated in "each" clinical experience.)	3/22/2018 6:58 PM

11	Parent teacher conferences Unit planning and assessments, pre and post	3/22/2018 6:38 PM
12	OVERKILL...too many bubbles in bath water....baby submerged, so even "good people" throw out the bath -- bubbles, babies and all. Again, the variations in talent, experience, smarts, grounding, and maturity that candidates come with do not make this sensible. What is easy for one, may be a key need for another. What may be MOST IMPORTANT for one candidate to start working at during the first experience, may be something another showed talent for in early puberty. How about laying out this overwhelming universe of competencies into GROUPINGS, then framing in terms of evidence of reaching THRESHOLDS for each grouping -- whether in evidence early on, along-the-way, or by the end-of-program stamp of sea-worthiness. Clearly, any actual, visible "competencies" deriving from the broad areas of knowledge/skills will relate to the particulars of context---like, LEARNER/s age, characteristics, cognitive and experiential base, group size and variation--like, TASK/s characteristics and level-- like, SETTING parameters (in a closet, in the hall, in the back of a noisy classroom, etc.), etc. What it looks like to, say, reach or cross a threshold of "appropriate interaction with students" can only be discerned within such a context matrix (who ever said this stuff was easy?). So, maybe we should quantify in terms of 1="reaches" or 2="crosses " the threshold (or thresholds) of each broad areaand qualify by fill-ins, not check-offs---say 2-3 examples of the candidate's performance under the actual complex contextual circumstances noted above (kid/s, task, setting, etc.). Actually, we could have CANDIDATES articulate this as part of their development.....and select/tweak/correct their qualitative descriptions of reaching a threshold.	3/22/2018 6:18 PM
13	Participate in taking attendance, and demonstrate a tolerance / strategy for correcting students' negative behaviors which in a few students are commonplace every school day !! Again, less emphasis on theoretical learning theories, and more about the "psychology" of gaining student motivation via encouragement of students' positive behaviors. Career longevity needs to be kept in mind by the planners of this initiative !!	3/22/2018 3:43 PM
14	Key activities: leadership and interaction with children, with and without special needs in every grade level. Key competencies: demonstrate ability to plan, instruct, assess, and respond to students	3/22/2018 3:28 PM
15	Teacher candidates need to be immersed in the teaching experience. Observation should be minimal and active participation should be emphasized. Teacher candidates need to the opportunity to experience the daily life of a teacher.	3/22/2018 3:20 PM
16	Field trips, departments meetings and administrative duties along with classroom observations. Should demonstrate ability to multi-task and think critically.	3/22/2018 2:49 PM
17	Tutoring, small and large group instruction, assessment and analysis, planning	3/22/2018 2:47 PM
18	lesson development, classroom management, assessment of student learning	3/22/2018 2:37 PM
19	Creating learning experiences which honor diversity. Using technology to foster active inquiry, collaboration and interaction in the classroom. Using a variety of formal and informal assessments to drive instruction, monitor student progress, encourage student self-assessment; and be able to explain how each assessment is directly related to the learning targets. Using knowledge of philosophical and legal foundations of special education and effective special education practice to organize and design instruction for special needs students. Creating an environment in which equal treatment, fairness and respect for diversity are modeled, taught and practiced by all. Creating a classroom environment in which interactions between teacher and students are highly respectful and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.	3/22/2018 2:30 PM
20	Student-centered, Culturally Responsive Teaching, 21st Century skills, Core standards being applied.	3/22/2018 1:55 PM
21	Good teaching in all areas, not necessarily only in their discipline.	3/22/2018 12:51 PM

22	In clinical experiences, students should be observing teaching and learning in multiple settings. Educator preparation programs should have flexibility to determine what is appropriate for their students in that community. Sometimes the critical learning experience for a pre-service teacher is in a community-based arts program, sometimes it's in a traditional classroom. Restricting the activities that are observed to those that are deemed "worthy" by the survey respondents seems myopic. In foundational and intermediate clinical experiences, students should be able to demonstrate that they: are a thoughtful and responsive listener and observer; are committed to working with students to encourage active engagement in learning; are committed to working with mentor teachers and other educators in the classroom (as appropriate) to establish a positive and supportive learning environment; see themselves as a learner, seeking opportunities to reflect on and improve their own practice; are able to maintain a professional appearance, dressing according to school guidelines; are able to arrive on time, and contacted school partners when they are unable to be in schools when they are supposed to be. For culminating clinical experiences we use the InTASC standards and the professional standards for each content area to determine competencies.	3/22/2018 12:18 PM
23	Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.	3/22/2018 12:02 PM
24	Teaching strategies, classroom management, mini-lessons, questioning techniques, creative rehearsal strategies, piano skills (music), student engagement	3/22/2018 11:47 AM
25	observe and participation in all aspects of P-12 education, including building and department level work. Competency in subject area skills/knowledge plus best practice of classroom management and instructional delivery.	3/22/2018 11:42 AM
26	For music: effective overall musicianship, strong grasp of instrument fundamentals, good keyboard skills, knowledge of literature	3/22/2018 10:28 AM
27	Hands on classroom work and classroom management	3/22/2018 10:11 AM
28	They should be teaching and observing actual classrooms and teachers and children, but being overly specific makes it IMPOSSIBLE for candidates to find placements. It doesn't make sense. We in the music education area may have one school in the entire county that allows us in or is able to provide only a few students with real experiences. Candidates finding schools near their home to observe in is already a huge problem and schools are making it more and more difficult for them to visit.	3/22/2018 10:02 AM
29	class management, lesson planning, parent communication, contractual importance, differentiation	3/22/2018 10:00 AM
30	Engaged, scaffold and differentiated instruction. Meaningful assessment that includes feedback for better learning.	3/22/2018 9:50 AM
31	Classroom management; Assessment; Data driven instruction; Teaching all learners	3/22/2018 9:06 AM

32	Classroom management, student differentiation, personal biases understood and incorporated into a working plan that revisits and maybe revises often, student learning styles applied within the curriculum. Involvement in different subject matters and special education inclusion issues.	3/22/2018 9:00 AM
33	School librarians experience should not only involve lesson planning (which should take into consideration the nature of the librarian's schedule) and delivery but key library skills as part of their evaluation.	3/22/2018 8:53 AM
34	Teacher candidates should be expected to participate fully during field experiences. This includes the planning and teaching of some lessons, attending building meetings, school events, etc.	3/22/2018 8:28 AM
35	...performance at a very high level showing outstanding personal expression balanced with mastery of the instrument, music history and theory expertise, rehearsal technique, the ability to work with both large and small groups of students, conducting technique, music lesson teaching and ensemble pedagogy, the ability to be flexible and energetic, have a very strong work ethic, and the ability to get along with others.	3/22/2018 8:16 AM
36	All experiences, especially early experiences, do not need to address all elements of core requirements. There are likely candidates who will understand them better if they can isolate and examine a few in each early placement in turn. The general and pedagogical core requirements are hard to pull out and "see" in day-to-day school practice, though mediated video and face-to-face observations, and micro- and preliminary teaching assignments invite candidates to understand why this knowledge matters and how it is applied. Both the standards and high leveraged teaching practices (Ball & Forzani, 2010; Grossman, Hammerness, & McDonald, 2008) literature suggests the beginning teachers need such competencies as leading a group discussion, explaining and modeling content, practices and strategies, eliciting and interpreting students' thinking, understanding patterns of student thinking and development in subject areas, implementing routines for classroom talk and work, coordinating and adjusting instruction in lessons, specifying and reinforcing productive student behavior, implementing organizational routines, managing small group work, building respectful relationships with students, communicating about a student with parents and other caregivers, respecting and grounding instruction in students' cultural, religious, family, intellectual, and personal experiences, setting long- and short-term learning goals for students, designing single lessons and sequences of lessons, checking student understanding during and at the conclusion of lessons, selecting and designing informal and formal assessments of student learning, interpreting student work, including routine assignments, quizzes, tests, projects, and standardized assessments, providing oral and written feedback to students, and analyzing instruction for the purpose of improving it, staying current in the field via ongoing professional development, participating respectfully in communities of practice, all of which are measured with current teacher education assessment systems and state certification tests. These assessments are a check that the information is taught and practiced. This probably means that scaffolded and independent instructional activities probably should be able to differ from program to program--as long as they yield independence with regard to candidates' abilities to meet current standards and help their students meet standards in turn.	3/22/2018 7:17 AM
37	This is a HUGE list and a tiny box. An area of concern: candidates need to observe and demonstrate competency in disciplinary skills (incl. disciplinary literacy) and deep content understanding. This is crucial at the secondary level especially and it means they need time for content-area MAJORS.	3/21/2018 11:08 PM
38	Candidates should demonstrate knowledge of school library resources for reading motivation, for research, and for digital literacy. Candidates should not only demonstrate willingness, but should expect to collaborate with the school librarian throughout the school year.	3/21/2018 11:00 PM
39	Lesson planning, grading, instruction; collaboration with families; assessment of individual student abilities and whole class abilities	3/21/2018 10:59 PM
40	Planning, engagement, differentiation/accommodation, assessment, reflective practice, demonstrating awareness of and use of resources to support instruction and continued professional development	3/21/2018 9:13 PM
41	The current regs already define what new teachers know and should be able to do, as do the state certification exams and national accreditation standards. It is unclear to me why these would have to be redefined and codified.	3/21/2018 8:55 PM
42	compile lessons and assessments of an entire unit. use inquiry learning with their students	3/21/2018 8:54 PM

43	Lesson planning, actual one-on-one, small group, and whole group classroom teaching experiences. Using student work and assessment data to plan and change instruction. Study and apply culturally responsive pedagogy. Effective use of instructional technology	3/21/2018 8:37 PM
44	NYSED Teaching Standards plus competencies of individual subject area professional organizations	3/21/2018 5:08 PM
45	The field experience should be closely aligned with course content and supervised by faculty. If studying early language development, field assignments should emphasize this content. In this way there is a pathway and check on what is happening in field.	3/21/2018 4:33 PM
46	- Planning and delivery of instruction - formal and informal assessment of learning - access to data that informs differentiation (e.g. special needs, language needs) - participation in community and family initiatives (e.g parent-teacher conferences) - school-wide professional development - collaborative instruction in and out of classroom - opportunities for active leadership in classroom teaching - requirement to be active in a range of schools that cover different levels of achievement, SES, linguistic proficiency, etc.	3/21/2018 3:46 PM
47	Observations and lesson planning that they can then connect to their theory. The clinical practice alone (not connected to theory-based coursework) is likely to do more harm than good.	3/21/2018 3:13 PM
48	Lesson planning and teaching, working with groups of students, working individually with students, working with students with disabilities and those who are ELLS.	3/21/2018 2:33 PM
49	planning, instructing, assessment, reteaching cycle.	3/21/2018 2:19 PM
50	I agree that students' experiences should address the pedagogical core.	3/21/2018 1:30 PM
51	Teacher candidates should be able to demonstrate the ability to identify specific students needs and the ability to differentiate instruction based on these needs.	3/21/2018 12:48 PM
52	This depends on which class the clinical experience is tied to. If tied to a literacy methods course, the candidate will need to participate in/support literacy instruction and demonstrate their ability to teach in this area. I don't believe that each clinical experience must address all of the core requirements - that is too much to ask of P-12 teachers and candidates.	3/21/2018 12:24 PM
53	Caring, equitable interactions with students, lesson planning and preparation that is grounded in theory, learner-centered instruction, solid content knowledge, classroom management and behavior management, time management.	3/21/2018 12:13 PM
54	Students should exhibit increasing levels of responsibility for classroom instruction as they progress through their programs.	3/21/2018 11:39 AM
55	Lesson Planning; Grading; Assessments; Should be able to demonstrate organizational skills, time management, resiliency, knowledge of content, knowledge of modifications and accommodations	3/21/2018 11:31 AM
56	- collaborative models - RTI Meetings - Knowledge of CCSS and how they are applied to each activity/session goal - how to develop lesson plans that target the collaborative teaching model	3/21/2018 10:35 AM
57	Research Creating, giving and grading tests Collaboration Group Work Technology	3/21/2018 9:45 AM
58	Candidates should observe classroom management techniques, instructional methodologies, and pedagogy in general. They should be able to teach classes, work with small groups of students, tutor, and assist with the daily routines.	3/21/2018 7:57 AM
59	How a class room works, what it takes to set up and how to work with the students.	3/21/2018 7:40 AM
60	Swimming Net Sports Fitness	3/21/2018 7:12 AM
61	Creativity in lesson planning. Genuine interest in students as a whole person--understanding the nuances of their family life and culture. Desire to connect with families and create great relationships.	3/20/2018 10:13 PM
62	Preparing for a lesson to be executed. Thinking ahead in terms of pitfalls. Assessing formally and informally. Reflecting on assessment results and changing their next steps if needed.	3/20/2018 9:09 PM
63	Parent meetings/contact, whenever possible, testing, and other meetings (e.g., IEP). They should demonstrate the ability to effectively communicate with families and they should be proficient in providing testing for ELLs.	3/20/2018 8:00 PM
64	They should experience high needs teaching areas, differentiated and special needs instruction, and a variety of teaching experiences within their content areas.	3/20/2018 7:20 PM

65	Observe mentor teacher's best practices Teach small groups Teach a minimum of 2 whole class lessons during practicum (more is encouraged)	3/20/2018 6:21 PM
66	Basically, everything that appears on the Danielsen rubric.	3/20/2018 6:03 PM
67	content area/grade level appropriate teaching participation in activities that involve parents and the wider school community extracurricular activities Competencies: standards-based lesson planning, collegiality and collaboration within the school community, evaluation of student work in a variety of ways, communicating feedback to students, adjusting instruction in response to student data, designing learning environments in culturally relevant ways.	3/20/2018 5:32 PM
68	Planning within a curricular framework based on developmental needs of children, sequencing activities, classroom management, assessment, learner characteristics, environmental factors	3/20/2018 4:39 PM
69	P-12 learning activities driven by constructivist learning principles, problem and project-based learning/teaching.	3/20/2018 3:40 PM
70	To plan and teach lessons; to set up classroom routines and procedures; to manage students' challenging behaviors; to learn how to collaborate with colleagues and families	3/20/2018 3:33 PM
71	Master P-12 Teachers supervise teacher candidates with a NYS stipend of \$500 a semester given as an incentive	3/20/2018 2:24 PM
72	Introducing a lesson assisting students working independently grading a written response creating a written response trying various modes of delivery: group, lecture, hands-on, etc.	3/20/2018 2:19 PM
73	Involved in long term and short term planning (unit/lessons) and teaching small and whole group lessons. Also producing assessments and assessing learning.	3/20/2018 1:57 PM
74	Teacher candidates should have experience with unit planning, lesson planning, and teaching (both whole-group and small-group). They should also work with students with disabilities and, if possible, ENL students.	3/20/2018 1:56 PM
75	Lesson-planning / Evaluating students / creating & evaluating materials/ using sound questioning techniques & wait-time / classroom management techniques	3/20/2018 1:17 PM
76	Sheltered content instruction co-teaching quality strategy delivery	3/20/2018 10:47 AM
77	(1) small-scale interactions with different kinds of learners that involve subject-matter thinking, problem solving, and communication; (2) experience with and understanding of the elements of assessment (Pellegrino, Chudowsky, and Glaser, 2001) as diagnostic and instructional decision-making tools; (3) discussions with other educators about the values and aims underlying public education, relative to subject-area teaching; (4) development of reflective practices, oriented toward self-critique and improvement; (5) participation in developing and monitoring a safe, productive environment conducive to powerful, equitable learning; (6) exposure to discourse on the use of evidence/data to affect educational decision making; (7) effective collaboration with school-based educators; (8) experiences that promote candidates' efforts to bring students' community-based knowledge and experience into classroom activity	3/20/2018 10:41 AM
78	Setting up the classroom, planning rituals and routines prior to the opening day, opening day of school, teacher meetings and building-wide planning meetings, CSE meetings, IEP writing and progress monitoring, report cards input, FBA/BIP and behavior management plans	3/20/2018 9:41 AM
79	Actual teaching of their content area, how to co-teach, interaction with other professionals, parent conferences, grade level meetings, data meetings	3/20/2018 9:25 AM
80	assessment: administration, scoring, interpretation lesson planning and implementation collaborative interprofessional planning	3/19/2018 11:16 PM
81	The ones they currently participate in: 1. observe and participate in assisting instruction, 2. co-plan lessons with cooperating teacher 3. co-teach lesson plans 4. develop relationships with students and parents, 5. independently write and execute lesson plans, 6. assess to inform instruction, 7. participate in schoolwide activities, and 8. develop a repertoire of management techniques.	3/19/2018 10:51 PM
82	Classroom lessons, teacher and student centered. Administering Regents exams, finals, midterms, tests. Observing parent teacher conferences.	3/19/2018 6:03 PM
83	They should have experience working one-on-one with students and with small groups Teaching small components of a class (mini lessons) before student teaching Interviewing teachers and administrators	3/19/2018 5:47 PM

84	Activities: Shadow a student. CSE Meeting. First day of School. Competencies: giving clear instructions; designing/managing a student activity with a lot of movement/materials; ice breaker activity	3/19/2018 4:12 PM
85	Instructional techniques, behavior management, differentiation, scaffolding, data collection, analysis, assessment and using data in practical ways.	3/19/2018 3:12 PM
86	Behavior management programming, differentiation of instructional programming, assessment that leads to data analysis with actionable items.	3/19/2018 3:12 PM
87	Planning instruction Assessing students Classroom management Parent communication	3/19/2018 11:41 AM
88	Teacher candidates must participate in as full an experience as possible. This will help them to be better prepared in their first year.	3/19/2018 10:27 AM
89	Curriculum Research based Best practice Project based learning Thematic instruction Collaboration Diversity UDL Technology	3/19/2018 10:02 AM
90	Students should all plan a unit of instruction and deliver it. including creating labs, activities, instruction, support services and formative and summative assessment, data analysis etc.	3/19/2018 9:24 AM
91	Keyboard and secondary instrument competencies, basic classroom management, and time management.	3/19/2018 8:54 AM
92	Teaching clubs sports chaperone	3/19/2018 7:49 AM
93	Differentiated levels of classes. Multiple Teaching styles. Identification of the different parts of a lesson.	3/19/2018 7:36 AM
94	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
95	They should observe how to communicate and work with other members in a team/department. They should be involved with teacher/parent communication as well as how to communicate with administrators. Candidates should learn how to adapt to the environment of the school and to be social with other staff members and be open to working with team members.	3/18/2018 9:16 PM
96	Although valuable program wide, each placement may not be able to address each of the core requirements. Students should be able to demonstrate planning, instruction, and assessment and/or behavioral intervention in each setting.	3/18/2018 9:02 PM
97	Candidates should observe a variety of classroom management styles from outside their field of study; they should participate in curriculum conversations, department/faculty meetings, parent meetings; they should be able to demonstrate appropriate feedback to students	3/18/2018 8:41 PM
98	CSE meetings, parent teacher conferences, Superintendent Conference Days, in-house professional development days, BOCES trainings, pre and post observation conferences, Open House, concerts	3/18/2018 7:26 PM
99	Observe a full school day; attend professional development and faculty meetings; demonstrate lesson and unit planning	3/18/2018 7:11 PM
100	classroom management strategies	3/18/2018 6:25 PM
101	I would add to the pedagogical core the needs of poor and low socioeconomic status students in urban, suburban and rural settings, dealing with the stress of a job in education, building relationships, seeing/experiencing all the positions within a school district and how they relate. CSE meetings, IEP/504 creation and management, self contained, inclusion and general education settings, ESL settings, alternative classroom settings, team meetings, building based decision making team meetings, administrative meetings, guidance meetings, school board meetings, faculty meetings, trainings/workshops, transportation department meetings, curriculum and instruction team meetings. Also, training on using and practice using the NYSSLS, planning along with the cooperating teacher, creating a variety of assessments, organizing and giving a state test/lab practical, scoring a state exam, item analysis, data driven goal setting and APPR exposure.	3/17/2018 10:00 PM
102	Observe and work in various settings for elementary: regular ed, ICT, resource, AIS for math and reading	3/17/2018 9:53 PM
103	working with students & curriculum; interacting with community or family members	3/17/2018 11:16 AM

104	Use of data analysis in whole group and small group settings	3/16/2018 6:52 PM
105	Lesson planning Classroom management Active engagement working with students, not just observing	3/16/2018 3:07 PM
106	lesson planning and delivery, formative assessment, classroom management, communication with others in the school community including parents and guardians	3/16/2018 2:35 PM
107	Curriculum and content, child development understanding, classroom management skills	3/16/2018 1:44 PM
108	knowledge of subject area lesson plan writing	3/16/2018 1:14 PM
109	Technology Integration Flipped Classrooms Interactive Assessments	3/16/2018 12:58 PM
110	They should be able to generate intelligent discourse in the field that they are pursuing through questions, observation and feedback. Communication skills are very important.	3/16/2018 12:41 PM
111	-student impact, being able to identify student learning as opposed to just what the teacher did - specially designed instruction -positive, proactive classroom management	3/16/2018 11:52 AM
112	introduction of a lesson engaging all students in the lesson modification of a lesson if needed assessment of learning that occurred task analysis and generalization of skills	3/16/2018 10:40 AM
113	Lesson planning, instructional strategies, supervision	3/16/2018 9:44 AM
114	Lesson planning, classroom management, content skills and knowledge	3/16/2018 8:59 AM
115	Any and all activities related to daily teacher life.	3/15/2018 9:11 PM
116	Student teaching for a sustained amount of time in multiple different school environments, hands on classroom experience, many opportunities for observations of master teachers, leading a lesson/curriculum experience, professional development workshops, workshops focused on diversity and inclusion, workshops on social emotional development, workshops for working with children with special needs	3/15/2018 6:35 PM
117	Master teachers should be able to demonstrate to student teachers an ability to look at the whole child -- and that in order to do that teachers must spend a good deal of time observing children and getting to know who they are, what their strengths are and to teach through those strengths. Master teachers are those that do not depend on current trends, but rather have spent a good deal of time developing a philosophy of how children learn. Student teachers will be well prepared if they understand that they too need to understand how children learn and not follow a script.	3/15/2018 3:29 PM
118	Key activities that teacher candidates should be expected to observe and participate in should include lesson plan preparation, competent classroom management skills, actively teaching their lessons with guidance and then on their own. Included in the practicum rubric should be a category regarding personal deportment, how a student communicates with administration and mentors. Working well with others is crucial to being a successful teacher.	3/15/2018 1:57 PM
119	Transitions, class management, documentation, professional development, empathy, culturally relevant pedagogy	3/15/2018 1:18 PM
120	Improve correspondence skills; i.e. Parent/teacher conferences, phone calls, letter drafting. Candidates should create solid lesson plans and various classroom models for behavioral expectations.	3/15/2018 12:49 PM
121	Candidates should be able to demonstrate knowledge of working with a specific age group and have hands on experience in working with a variety of age levels in different situations.	3/15/2018 12:12 PM
122	Classroom management, the time it takes to adequately and creatively plan for instruction, the hours it takes to grade student work and provide meaningful feedback, communication with families	3/15/2018 6:10 AM
123	understanding poverty, adverse childhood experiences, the need to meet with families in person versus an email, recognizing mental health needs, and understanding a philosophy of standards-based grading practices as evidence of a growth model instead of traditional model	3/14/2018 11:41 PM
124	lesson preparation - thinking with the end in mind-HOW this works in real time content learning - where and how teachers learn new content and methodologies differentiation - in ALL that it means UDL Technology multiple literacies - content areas and beyond Just a few!!!	3/14/2018 3:44 PM

125	Observe teachers motivating and engaging students. Observe high quality subject area instruction. Observe inclusive and differentiated instruction. Demonstrate ability to plan effective and engaging standards based lessons. Demonstrate ability to implement engaging and effective standards based lessons. Demonstrate ability to develop and maintain a positive and learning-focused classroom environment.	3/14/2018 3:16 PM
126	They should have a sufficient amount of student contact time to see if they can relate to and effectively work with the kids. They should demonstrate competencies in planning and execution of intended instruction, as well as handling affiliated administrative responsibilities.	3/14/2018 2:58 PM
127	growing/developing knowledge of content and child development commiserate with year in program,	3/14/2018 1:08 PM
128	Beginning of the school year procedures, data team meetings, curricular writing meetings, department/grade-level team meetings, classroom instruction	3/14/2018 12:23 PM
129	Planning an activity, create a rubric, assess using a rubric, engage the students, lesson planning, teacher reflection, parent meetings, conferencing with a student	3/14/2018 11:49 AM
130	Activities: - attend professional development, grade and/ or department meetings - participate in at least one community based event to learn about the community they are student teaching in - participate in parent teacher conferences - attend at least one school board meeting - observe cooperating teacher as well as other teachers in their placement Key Competencies: - collecting student data to analyze and inform instructional decisions - effectively plan lessons and unit plans that reflect student needs and abilities - participate in co-planning sessions with cooperating teacher as well as with other co-teachers - develop classroom management strategies that are reflective of students needs - Develop/ implement assessments that engage students, help them develop necessary skills and reflect clear learning goals - Utilize technology to enhance student learning experiences - Align learning outcomes with common core or other content/ state learning standards	3/14/2018 11:47 AM
131	There ability to adapt to the changing teacher environments they will placed in.	3/14/2018 10:48 AM
132	Simply stated: Student teachers should be required to participate in all activities (curricular and extra-curricular) that their cooperating teachers complete over the course of the placement.	3/14/2018 10:37 AM
133	Classroom management lesson planning	3/14/2018 9:39 AM
134	Knowledge of content, classroom management skills, developing ability in Danielson domains	3/13/2018 3:52 PM
135	Student centered learning	3/13/2018 3:43 PM
136	Observe: effective direct instruction techniques, student engagement, classroom behavior management, differentiation-small instructional groups, scaffolding, data collection and analysis, curriculum planning, goal setting for students	3/13/2018 3:39 PM
137	Teaching whole class and small groups (guided reading).	3/13/2018 3:08 PM
138	engagement differentiation developing a relationship with teacher and students in classroom. assessments	3/13/2018 3:07 PM
139	assessments	3/13/2018 3:04 PM
140	Teacher candidates should be able to manage and teach a classroom for consecutive days in a row to show that they have acquired the skills needed to teach in their own classroom.	3/13/2018 3:03 PM
141	They should be able to observe the RTI process and be familiar with documentations. Also, they should experience different strategies on how to deal with different students and behaviors.	3/13/2018 3:02 PM
142	They should observe all content implemented in a school day. They should have a strong focus on literacy. They should observe the different strategies used to meet students.	3/13/2018 3:02 PM
143	They should observe all content areas with a strong focus in literacy. Candidates should plan various activities for small group, whole class, etc	3/13/2018 3:01 PM
144	assessment planning instruction based on data small group instruction planning	3/13/2018 3:00 PM
145	They should observe and participate in whole class lessons and small group instruction. They should be able to engage and manage the class. They should be able to write lesson plans and create smartboard lessons.	3/13/2018 3:00 PM
146	differentiated instruction enl teaching experience assessment group work guided reading	3/13/2018 3:00 PM

147	to implement standards	3/13/2018 2:57 PM
148	delivering an effective lesson reflecting on lessons and students' needs	3/13/2018 2:53 PM
149	classroom, building meetings, curriculum writing	3/13/2018 7:47 AM
150	General - use of curriculum map and lesson planning; lesson instruction and activity execution; materials and classroom management; family and student communication; collaborating with grade level colleagues and admin Specific - writing IEPs and running IEP meetings; differentiation for all learners; targeting individual goals and needs in whole class settings; individualized behavior or motivation plans; collaborating with related service providers and other school based support team members	3/12/2018 5:10 PM
151	Key activity - taking over in total the practicing (cooperating) teacher's role from lesson planning to parental contacts. Key competencies should involve knowledge of numerous pedagogical techniques as judged by the student teacher supervisor and far less time spent on outside demands, with complete and total elimination of the edTPA.	3/12/2018 3:49 PM
152	Should be in schools earlier! Support role/ Co-teaching model.	3/12/2018 2:19 PM
153	Special ed	3/12/2018 1:59 PM
154	Collaboration with school faculty, staff, and students. Making deeper connections with students to enhance delivery of the lesson. More experience leading instruction.	3/12/2018 12:23 PM
155	First, what of these xiii are new and what are already existing? This needs to be known before a Likert scale response can be provided. Second, excellent teaching by highly qualified School Based Teacher Educators (SBTEs) who are PAID FOR THIER TIME; the APPR process to help them to understand the edTPA is just one of the many rigorous assessments they will face in education; Students also need sufficient methods courses to cover content in the xiii indicators provided for this question where they can discuss and parse apart meanings and understandings from their field experiences. More and more expectations are being placed in 1 or 2 methods courses and students are not able to get what they need in preparation to teach.	3/12/2018 11:58 AM
156	Knowledge of IEP's and how to read and write them.	3/12/2018 9:19 AM
157	- Should have various experiences spanning different grade levels/content areas	3/12/2018 8:55 AM
158	Track a teacher's lesson, teach a lesson, assess it and reteach it.	3/11/2018 10:08 PM
159	They should have to teach a lesson in collaboration with the school librarian.	3/11/2018 7:54 PM
160	- competency in content area -competency in student engagement, assessment of students, misconceptions	3/11/2018 6:17 PM
161	Each clinical experience will address some, but not all, pedagogical core elements. One experience might focus on special needs learners or language and literacy strategies, a second clinical experience might focus on instructional strategies and differentiation of instruction. Again, I find current regulations and accreditation standards already supporting this use of clinical experience.	3/11/2018 3:00 PM
162	- facilitate learning during lessons - identify struggling learnings and plan to improve learning - manage classroom behaviors, facilitate group dynamics - plan a unit of instruction using backwards design - evaluate their instructional practice and identify areas of weakness and strength - feel comfortable asking for/ receiving constructive feedback - be mindful of the time available for a lesson and identify areas that can be adapted to fit an instructional period. **I don't expect teacher candidates to be successful at each of these all the time, but I do feel they should be able to work towards them and improve upon them .	3/11/2018 1:03 PM
163	effective planning, time management, organization, communication with students, colleagues, parents and administration	3/10/2018 10:00 PM
164	Instruction, planning, content knowledge, management, community involvement, assessment	3/10/2018 12:55 PM
165	Especially for the sciences - understanding how to put together and implement 3D learning experiences. Being able to look holistically then in a more focused manner is very important. The mechanisms for implementation come with the process.	3/10/2018 12:49 PM
166	Teacher candidates should be expected to collaborate with the school Librarian.	3/9/2018 9:51 PM
167	student learning assessing student learning co-teach lessons	3/9/2018 9:48 PM

168	Professional development meetings, parent meetings, extracurricular event(s), and the school library--as a partner in instruction	3/9/2018 6:01 PM
169	Setting up and performing labs. Writing activities and labs.	3/9/2018 5:37 PM
170	Ability to plan and account for student differences, differentiation. Mechanisms to gain understanding of students, families, and communities. Teachers should be able to observe "challenging classes" to learn strategies for classroom management and engagement. They should be learn to use technology to support instruction and communication. Use of assessment data for reteaching and planning. Sharing how to participate in a PLT to gain information or expertise to be used in class.	3/9/2018 5:25 PM
171	*Meetings (CSE, Parent Conferences, Instructional Support Teams, PLC...) *Assessment & Rubric Design and Evaluation	3/9/2018 4:28 PM
172	Work with English language learners Work with students with disabilities Initial field experience Student teaching in consistent placements	3/9/2018 3:49 PM
173	Teaching students with disabilities, diversifying teaching to meet students individualized needs, teaching a wide range of ethnicities and cultural backgrounds, professionalism, lesson plan writing, being punctual, diversifying the teacher candidates teaching abilities, challenge their conceptions of teaching and assumptions	3/9/2018 3:34 PM
174	Develop, plan, and provide individualized instruction. Implement classroom technology. Assist with developing instructional materials, such as worksheets, displays, and/or PowerPoint presentations Monitor small groups and special activities. Prepare, conduct, and evaluate small group activities. Plan and teach lesson(s) for entire class. Monitor students during independent practice activities Review tests/assessments, check homework, grade tests.	3/9/2018 2:16 PM
175	Hands on teaching	3/9/2018 1:57 PM
176	"Use of technology" should include a component of understanding the technology ("Computational thinking") not just utilization.	3/9/2018 1:51 PM
177	They should have to journal their experiences with classroom management and parent interaction, documenting the interactions and the changes made to their teaching approach accordingly. A before and after pacing guide along with adjustments made, along with advice received and implemented from the master teacher. These tactics are "actual" teaching moments that are only gained through experience and by documenting adjustments, the teachers will cement the strategies that work effectively for them going forward.	3/8/2018 9:03 PM
178	Developing a unit plan, creating a variety of assessments (formative and summative), allowing for collaborative learning by devising specific activities with this as a component.	3/8/2018 5:58 PM
179	small group instruction, whole class instruction, IEP review and writing, referral processes	3/8/2018 3:28 PM
180	variety of teaching contexts: virtual, brick and mortar, ages across lifespan	3/8/2018 3:17 PM
181	There needs to be more thought put into the sequence of clinical experiences. And all school based professionals who work with pre-service teachers need more PD and training in how to support those pre-service teachers be successfully inducted into the profession.	3/8/2018 2:50 PM
182	I am thoroughly familiar with and supportive of those you recommended in the Clinical Practice Work Group Draft Recommendations.	3/8/2018 1:51 PM
183	Student observers should be just that- observers, unless otherwise directed by the classroom teacher. The requirements should NEVER dictate their direct participation in a classroom observation until they are student-teachers.	3/8/2018 1:34 PM
184	Observe content area SBTE's, observe special education SBTE's, actually teach a class, as much as possible, and be involved in all classroom activities, classroom management, IEP's, etc. Should also participate in Professional Development activities offered by the district.	3/8/2018 11:47 AM
185	Different teaching strategies, content delivery, behavior management	3/8/2018 10:00 AM
186	observation, planning, assessment, lesson implementation, unit evaluation, reflection,	3/7/2018 10:16 PM
187	Observe in both general and special subject classes. Demonstrate class management, adaptability, and skills/lessons that go along with the classroom teacher's topic and plan.	3/7/2018 9:47 PM
188	Positive behavioral support.	3/7/2018 6:49 PM

189	They need to teach earlier in their college career. They should have supervisors during their first year of teaching. Student teaching should be a year long	3/7/2018 6:05 PM
190	-observe test taking -observe group work -practice grading	3/7/2018 4:34 PM
191	Students should be able to Democratic narrate connections between theory and practice.	3/7/2018 4:31 PM
192	Planning and assessment of student learning.	3/7/2018 4:12 PM
193	small group instruction: questioning and listening skills	3/7/2018 12:06 PM
194	Every part of the school day.	3/7/2018 11:36 AM
195	Planning Teaching Assessing Communicating effectively with students, parents, colleagues and administrators	3/7/2018 11:08 AM
196	Regular meetings with supervisor	3/7/2018 11:03 AM
197	The full teaching experience	3/7/2018 9:25 AM
198	Assessing reading difficulties	3/7/2018 8:37 AM
199	Teacher candidates should plan and deliver differentiated lessons, collect data, analyze it, reflect on lesson effectiveness, and monitor and adjust their plans based on student need. Daemen College's current rich practicum/student teaching placements already allow for this.	3/7/2018 8:01 AM
200	Assessment and planning, developing clear objectives and progress monitoring, finding and using research based interventions, strategies, materials, feedback to students and parents, classroom management, & professional development.	3/7/2018 12:31 AM
201	Behavior management skills, communications skills (with parents and professional faculty/staff - written and verbal communication), IEP development, conducting assessments for SWD and interrupting results.	3/6/2018 6:44 PM
202	A range of experiences are helpful including but not limited to tutoring, small group, as well as traditional student teaching whole classroom instruction.	3/6/2018 3:33 PM
203	Planning, teaching, and reflecting on a lesson Creation of formative and summative assessments Parent contact/conferences Providing effective feedback to students Use of technology for assessments, instruction, and parent contact (Examples: Remind, Kahoot, Quizizz, Quizlet, Google Products) Collaboration with gen ed and special ed for lesson planning	3/6/2018 2:19 PM
204	Direct instruction Facilitation Lesson planning Engaging with students Cooperative learning Competencies: Knowledge of classroom structure Facilitation Discussion/interaction with students & colleagues	3/6/2018 1:53 PM
205	TC should observe best practices as it relates cultivating a physically and emotionally safe learning environment, developing classroom rules & routines, instructional planning and assessment. TCs should have to demonstrate each of those during clinical experiences.	3/6/2018 1:34 PM
206	Teaching is the biggest thing that teacher candidates should participate in! Key competencies - questioning students and formatively assessing learning.	3/6/2018 1:25 PM
207	Working with all students hands on. Assist in preparing lessons. Correcting classwork. What ever the mentor teacher feels would be beneficial to that student	3/6/2018 12:54 PM
208	-creating rubrics -data driven instruction -CSE meetings -parent meetings	3/6/2018 12:22 PM
209	TCI or equivalent	3/6/2018 11:58 AM
210	Regular classroom, special ed classroom, enl classroom.parent teacher conferences. Student teacher conferences. Cse and other student meetings. Community meetings. Making activities. Grouping students. Making assessments. Evaluating and performing formative and summarize assessments. Student evaluations. Duties, like grading and providing feedback. Duties like happen in many districts cafeteria, library. Hall etc. being involved in a club or extracurricular activity.	3/6/2018 11:50 AM
211	Classroom management specific to clinical issues. Experience/observe individual and group therapy sessions specific to school setting and classification of students in that program.	3/6/2018 10:45 AM
212	One:One intervention work; shadowing a teacher, co teaching experience	3/6/2018 10:35 AM
213	Interactions with students, learning how to engage a classroom or small groups, content delivery	3/6/2018 9:35 AM
214	Creating and delivering lesson plans. They should also be included in district/school meetings and professional development.	3/5/2018 10:47 PM

215	I am supervising students in a specific discipline that is out-of-the-box, and should be following CEC standards and standards controlled by the educators in the system in which students will work. To build a strong teaching force allow seasoned Professors to make sound judgments. For example, students in my program must be able to manage behavior, create community and be flexible with students with EBD, know the methods such as phonics, math and writing.	3/5/2018 9:58 PM
216	Having read the current general program-specific pedagogical core requirements, I would include all of them in any new requirements. There should be an emphasis on class management techniques for general classroom control as well as Special Education.	3/5/2018 7:22 PM
217	classroom management, meeting deadlines, completing paperwork required for the position(writing IEP's attending and presenting at CSE meetings)	3/5/2018 3:09 PM
218	xyz	3/5/2018 2:25 PM
219	I like the suggestion of including hours geared towards students with disabilities and English Language Learners. I also think providing authentic opportunities to practice classroom management, differentiated instruction, developing and using formative and summative assessment, working collaboratively with colleagues, communicating with families, demonstrating integrity.	3/5/2018 12:45 PM
220	Teacher candidates should be the opportunity to participate in all aspects of a teacher's responsibilities including planning, teaching and assessment. It is critical for teach candidates to develop their reflective skills to evaluate the teaching and learning that occurs in their classroom. Teacher candidates must demonstrate their ability to collect appropriate data on teaching and learning and to be able to make data driven instructional decisions.	3/5/2018 12:30 PM
221	working with diverse groups of learners at multiple skill levels, must be competent in differentiating instruction	3/5/2018 11:55 AM
222	Behavior Management strategies, knowledge of at-risk, ELL and SWDs	3/5/2018 11:41 AM
223	Assessment - changing the face of how we assess students student engagement - they need to know what it is and what it looks like - be able to recognize student engagement Community involvement - interacting with the community, parents, etc. appropriately BIAS - many teachers are way too bias spouting their political beliefs to students - helping them to recognize their own bias Leadership - they need to understand the life of a building leader, school district leader to be able to embrace the school culture.	3/5/2018 10:35 AM
224	Survey did NOT provide a mechanism to comment on choice above. It is not feasible for ALL experiences to address EACH requirement.	3/5/2018 9:47 AM
225	See Danielson	3/4/2018 3:21 PM
226	Quality teacher professional development within their schools/districts, effective follow-up to their professional learning and concerns about classroom instruction, and treat classroom teaching as a passion as opposed to a job.	3/4/2018 10:28 AM
227	Knowing the students -taking the time to learn names and be able to describe interests and struggles. Writing effective lesson plans Recognize when students are not meeting objectives - effective assessments. Classroom management skills Teach lessons Analyze assessments to make decisions.	3/3/2018 6:41 PM
228	Meetings with parents. Teacher development days Teachers' meeting Competencies to work with diverse students (ELL, students with disabilities, culturally and racially different students) Assess and instruct based on assessment data	3/3/2018 5:10 PM
229	Classroom management coupled with kindness.	3/2/2018 5:32 PM
230	Teacher candidates should be able to demonstrate planning and actual teaching of lessons. Classroom management cannot be taught in graduate school	3/2/2018 4:55 PM
231	Using the data cycle to target and show improvement in student specific goals, and parent-teacher conferences	3/2/2018 2:46 PM
232	-classroom management -creating a learning environment	3/2/2018 11:06 AM
233	Small group instruction, assessment, and adjustment of instructional practice; whole group instruction, assessment and adjustment of practice; engagement with families; targeted support of students with disabilities and English language learners; Routines for building strong classroom culture; Culturally responsive practice, including restorative practices.	3/2/2018 10:25 AM

234	Candidates should observe special education classrooms as well as regular education. They should be exposed to faculty meetings, teacher teams and parent teacher conferences.	3/1/2018 7:54 PM
235	Grade level meetings Parent teacher conferences IEP meeting if applicable Practice should cover all/most competencies for Teacher candidates	3/1/2018 7:34 PM
236	Assessing student understanding	3/1/2018 6:26 PM
237	Leading small group instruction focused on a specific targeted goal. How to collect and document student progress. Lesson plans aligned to standards.	3/1/2018 4:12 PM
238	Classroom management, lesson and unit plan organization	3/1/2018 2:06 PM
239	Staff meetings, instructional rounds, observation cycles	3/1/2018 1:58 PM
240	diagnostic assessment instruction, re-teaching unit plan and implementation	3/1/2018 11:29 AM
241	Time with sped and ELL students and teachers. Planning lessons Instructing lessons Assessing students - formally and informally Analyzing assessment Writing feedback Using technology Aligning to state standards Clear communication Leading class discussions Differentiating for students	2/28/2018 7:55 PM
242	How to support a student using their IEP	2/28/2018 4:20 PM
243	I will return to above, where I mention both the science and art of teaching. I think that instructional design is important; many teacher candidates are coming in and being told what to teach and how to teach it. It doesn't provide an adequate line of sight as to how effective that teacher candidate would be with autonomy in his/her own classroom. Further, the ability to focus on adjusting instructional plans based on data, the data collection itself, the ability to connect with other teachers in the building/network, the exhibition of engagement/passion/excitement for the profession, in-depth content knowledge, and a focus on communication.	2/28/2018 4:15 PM
244	*lesson development *home and school interaction *classroom management *cultural understanding *awareness of /identification of bullying/anti-social behavior *content/lesson relevance to the student's sphere of experience *ELL/ESL awareness/basic competency *appreciation for differences in children and socio-economic forces	2/28/2018 3:25 PM
245	continuous improvement, formative assessment, project based learning	2/28/2018 3:15 PM
246	Exposure to as many different learning environments and students with diverse backgrounds as possible. A breadth of experiences is key.	2/28/2018 10:37 AM
247	Each candidate should be familiar with the end exam for the course they are to teach. They should attend a CSE meeting and have to meet with an administrator following an observation. They should attend meetings with their host teacher and work with students requiring AIS services.	2/27/2018 5:47 PM
248	Professional learning communities/teams that are focused on enhancing student learning, and in turn student achievement. Varied professional development opportunities that will contribute to their continuous learning - differentiation of instruction, brain based research, content driven supports, etc. Problem solving challenging situations in meeting students' diverse needs. Student centered learning, inquiry based instruction, higher order thinking skills. Explicit literacy instruction across the curricula. Social and emotional development.	2/27/2018 3:50 PM
249	Planning - organizing, standards research, teaching strategies research; Teaching - facilitating group activities, teacher centered; Analyzing - debrief after each lesson, discuss with cooperating teacher, reflect; Interaction - with other teachers, administrators, students and parents inside the class time as well as outside the 40 minute class period.	2/27/2018 2:33 PM
250	Observe students in the classroom setting for educational and social emotional behaviors Observe student outside of the classroom - school yard, hallways, cafeteria, beginning and end of the school day Observe students in classes outside of the teacher candidates area of expertise Observe whole class, small groups and individual students Assist students with their work as they work independently or in groups Participate in all things that teachers do - including parent conferences, staff meetings, professional development sessions, etc Observe and work with students with disabilities, ELL students and diverse communities Plan lessons and units with the cooperating teacher as well as individually Learn about the history of the school and community - do research on the school they work with Teach many lessons and get regular feedback from the cooperating teacher and the college faculty	2/27/2018 2:04 PM
251	Collaboration with teacher and parents and full day management and planning of classes for up to two weeks.	2/27/2018 10:56 AM

252	Turning theory to action, or at least be aware of current theory and HOW it could translate to classroom practice in a different setting-that is a setting where the individual teacher is allowed the freedom to institute developmentally appropriate practices. MANY of the schools that I have visited follow a rigid curriculum with no ability of the individual teacher/intern/student teacher to diverge from this.	2/27/2018 9:58 AM
253	Teaching in all areas in which they will be certified; classroom management; assessments; reflection	2/26/2018 7:15 PM
254	ECE teachers should have the ability to observe and reflect on the collaborative process of teaching and engaging with families. The ability to write lesson plans and differentiate learning for a group of early learners is essential.	2/26/2018 6:10 PM
255	Leading a center or perhaps a lesson, providing behavior support in tough situations. Most of teaching is learned when you have nothing else to lean on but yourself and as a clinical experience the more you can be with and teach kids the better.	2/26/2018 5:20 PM
256	don't be too detail oriented. Our professional associations (SPAs) have all of this documented. You need to communicate with K-12 to allow our candidates to work in the schools.	2/26/2018 4:56 PM
257	Collaboration Lesson delivery Rapport with students Advocacy for students Behavior Management Strong content knowledge Effective communication Responsiveness to feedback and diverse opinions	2/26/2018 4:24 PM
258	Creating and implementing lesson plans based on the common core curriculum my district is expecting us to teach.	2/26/2018 10:31 AM
259	All essential elements of instruction	2/26/2018 10:09 AM
260	Classroom management PLC Assessments	2/25/2018 7:51 PM
261	Guidance counselor dealing with a student with challenging issue; grade team meetings with cooperating teacher.	2/25/2018 7:13 PM
262	Should observe interactions with parents/families	2/24/2018 11:30 PM
263	Teacher candidates need a lot more experience in classroom management, common core curriculum, esp. teaching of reading.	2/24/2018 8:37 PM
264	Family engagement, planning lessons that take into account student's personal, community and cultural assets, professional leadership and ethics, ability to teach ALL students.	2/24/2018 3:17 PM
265	Cultural responsiveness	2/24/2018 10:36 AM
266	The teacher candidate should be planning out a unit ahead of time and including assessments throughout. The teacher candidate should have a certain amount of time (at least 2-3 weeks) where they take on the full responsibilities of a first year teacher.	2/23/2018 8:03 PM
267	Lesson planning , beginning of the year management skills, differentiation, ESL and SWD planning and instruction.	2/23/2018 6:19 PM
268	-teacher candidates should have to handle grading, discipline, and long-term lesson planning -it would be great if teacher candidates also had to work with students before holidays and during "challenging" times of the year	2/23/2018 5:04 PM
269	While I support the idea of guiding the students to gain certain experiences in their fieldwork, I believe this should be the responsibility of the institution. I do think the fieldwork should be structured, but I think the way to do this is to connect the fieldwork to specific classes and class content.	2/23/2018 4:58 PM
270	Demonstrate the ability to plan and implement instruction as part of a team. The ability to adapt the curriculum to meet the needs of diverse learners. The ability to engage all students	2/23/2018 4:28 PM
271	working on differentiated instruction classroom management skills literacy skills	2/23/2018 2:07 PM
272	Differentiating instruction, small group & whole group instruction, assessing individual students, observations, CSE meetings, parent face to face communication	2/23/2018 1:04 PM
273	Clinical experiences in total should address pedagogical core requirements. Each couldn't practically address all. Addressing all in each placement would leave superficial coverage.	2/23/2018 8:02 AM
274	instruction, planning and implementation, classroom management, student engagement, working w individual, small group and whole group	2/22/2018 5:55 PM

275	Classroom Management, Questioning techniques, use of technology, flipping the classroom, command of content, understanding of the P-12 student psychology, literacy, differentiated instruction for all students including students with disabilities, second language students, exceptional students, etc.	2/22/2018 4:42 PM
276	In student teaching the core requirements are addressed. Some of them may be addressed in the hours prior to that. Prior to student teaching, teacher candidates should observe questioning and scaffolding of questions. class management, addressing different learning needs, diversifying instruction, etc. In student teaching, they have the opportunity to actually practice these.	2/22/2018 4:42 PM
277	Teaching and engaging students in learning Lesson planning Assessing student learning Interacting with families	2/22/2018 3:31 PM
278	Observation and recording of the experience. Development of lesson plans, unit plans, and other related instructional materials. Addressing special-needs student. How the district responds to gun violence, lock-down drills, locker searches, classroom interruptions. Unfunded mandates. APPR. Parental involvement.	2/22/2018 2:05 PM
279	differentiation of instruction--especially for ELLs; working and analyzing data; and working /special education populations in various classroom settings	2/22/2018 10:26 AM
280	Planning, knowing students, using standards and sequences, meeting with families, teaching their continent to students in grades covered by the license. For example 7-12 grade should experience middle school and high school residency work.	2/21/2018 4:59 PM
281	I feel that the current pedagogical core requirements and the experiences supporting them are sufficient.	2/21/2018 3:36 PM
282	They should observe and participate all activities that are part of the child's school day. They should be able to teach, facilitate classroom management, collaborate with other school staff.	2/21/2018 3:24 PM
283	-Curriculum design, unit/lesson planning, collaborative partnerships -Fostering of student/family/community relationships	2/21/2018 1:25 PM
284	differentiated instruction supporting ENL students working with students with a range of learning needs the planning part of instruction teaching assessing learning communicating with parents and guardians meetings involving students with IEPs or 504 plans discussions around plans to support students with behavior issues	2/21/2018 9:21 AM
285	The experience could include, at the discretion of the host teacher: -taking charge of certain routines -becoming familiar with classroom materials -engaging with students at the discretion of the host teacher -creating bulletin boards and displays -assisting with supervision and/or enrichment - reading stories/literary selections to the class -observe students' behavior -observe and assist in classrooms, library, halls, cafeteria, and playground -assist with individual and/or small group instruction -begin to handle matters pertaining to classroom management -take responsibility for activities such as announcements, opening exercises and directions, or even mini-content lessons, as appropriate • Sometime during visits, the host teacher and the teacher candidate should confer about the day's work and review upcoming visits in future weeks, if time allows.	2/20/2018 4:02 PM
286	Newest strategies	2/20/2018 1:32 PM
287	Responsibilities beyond teaching--i.e., contact with parents through parent-teacher conferences and open school events, ordering supplies (art room), and collaborating with other teachers. Key competencies: long-range planning in their disciplines, assessment, a variety of instructional strategies, deep knowledge of their disciplines.	2/20/2018 10:29 AM
288	planning, instruction, assessment, engagement, best practices, reflection, discourse, experience with multicultural and inclusive issues, connecting theory to practice & professional development	2/20/2018 12:57 AM
289	1. Demonstrate professionalism in interactions with school faculty, staff, and students. 2. Demonstrate age-appropriate language during interactions with students. 3. Analyze and reflect on classroom interactions: teacher to student; student to teacher, and student to student. 4. Collaborate with the host teacher in the planning, preparation, and implementation of all or parts of lessons. Increasing competence should be demonstrated as teacher candidates progress from early to intermediate clinical work. 5. Provide instruction/remediation one-on-one and in small groups. 6. Assist in grading formative and summative assessments, as appropriate.	2/19/2018 6:46 PM

290	I completely agree that teacher candidate's should be able to observe and participate in a range of pedagogical, curricular, and learning needs environments. Students should see how art teachers adapt to a range of students, build rich and meaningful curriculum, etc. I do not agree with the word MUST for all components of the core in EVERY field experience. In art education there is often only one teacher in the school so placements are quite spread out across a region, therefore we can guarantee MOST pedagogical core requirements, but it is possible for someone to end up with a placement with few ELL's for example.	2/19/2018 5:58 PM
291	plan a lesson, deliver an "active learning" lesson, conduct assessment	2/19/2018 5:42 PM
292	Several - too many to list here. Classroom procedures. Data collection, teaching small lessons, group lessons, MTSS/RTI. FBA, CBM	2/19/2018 1:36 PM
293	Functions of the classroom as well as the greater school and community outside of school	2/19/2018 12:36 PM
294	More clinical support from the college.	2/19/2018 9:26 AM
295	writing lesson plans, developing units, building curriculum, using multiple means of assessment, identifying and implementing positive behavioral strategies, participating in CSE, use of quality instructional practices and use of ongoing self reflection in the process	2/19/2018 8:49 AM
296	Knowledge and scaffolding towards planning instruction, collaboration and co-teaching between pk-12 faculty and teacher candidates, gradual release of responsibility towards taking over some aspect of the classroom routine, instruction, etc.	2/18/2018 5:36 PM
297	Assessment analysis and intervention planning and administration. Rapport with students	2/18/2018 12:30 PM
298	candidates should be expected to observe High Leverage Practices, the implementation of evidence practices (academic and behavioral), parent/teacher conferences - competencies tied to specific content standards (e.g., CEC standards for beginning special education teachers) - just to name a few	2/17/2018 9:54 PM
299	virtual reality classrooms as part of the practicum, academic/behavior/ENL/family(parent)	2/17/2018 9:26 AM
300	Experiences with SWDs, ENLs, and students in urban, rural and suburban settings. Observation and participation with formative assessments, PLCs, data dialogues, Tier 1 instruction, and lesson planning.	2/16/2018 10:45 PM
301	They should experience an entire year in a classroom. They should do an internship similar to what doctors do.	2/16/2018 7:54 PM
302	Basic classroom management, curriculum development, curriculum selection, lesson and unit planning, formative and summative assessment development, "live" grading (including student feedback), laboratory safety, laboratory development,...	2/16/2018 6:39 PM
303	Lesson planning, understanding of how special ed programs in schools work, as well as the different cultures in a school, how to network, taking initiative vs. micro-management, getting to know students quickly.	2/16/2018 5:03 PM
304	professionalism knowledge of content and pedagogy assessment of children's growth assessment of candidate's own growth	2/16/2018 4:27 PM
305	They should be allowed to be part of every P.D, PTC , etc. that their cooperating teacher attends (within legal permissions). Student Teachers should be able to create lessons (in a unit) to meet the needs (in almost all areas) of their assigned learners. They should know about the standards, the interventions (many of them) and programs that are used in the school , they should be ready dispositionally to work with children and confer with Coop teachers, they should demonstrate readiness and eagerness to learn. Their demonstration of readiness to go deeper in training and availability as well as flexibility to grow are signs they are on their way to becoming a teacher.	2/16/2018 4:23 PM
306	Instructional delivery, classroom management, differentiated instruction to meet needs of students with disabilities	2/16/2018 3:58 PM
307	Need to Backward Design to align experiences with edTPA.	2/16/2018 3:56 PM
308	Lesson planning unit planning Diverse learners Stress of managing a classroom	2/16/2018 12:07 PM
309	A range of activities including individual, small group, whole group instruction, assessment, communication and events with families	2/16/2018 12:06 PM
310	lesson planning and implementation, timing of lessons, student engagement, exciting lessons, technology when applicable, assessment of student learning, diverse populations	2/16/2018 11:40 AM

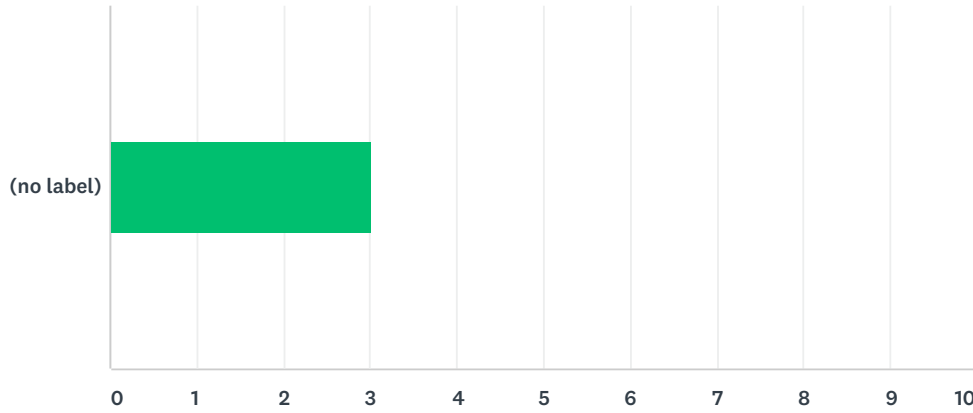
311	Teacher candidates should be able to observe and participate in instructional activities, and experience and participate in developing assessments and outcome measurements. It would be of benefit for the candidates to experience some of the non-instructional skills such as lesson planning. Students should have key competencies in classroom management techniques and teaching skills such as delivering instruction and differentiating.	2/16/2018 11:35 AM
312	Holidays Parent teacher conferences Full units Assessments Feedback	2/16/2018 11:19 AM
313	School to Home Communication (parent conferences, emails, etc.) Lesson, Unit, and Curriculum Development Extra-curricular Supervision (Dances, Sporting Events, Music, Field Trips, etc.)	2/16/2018 9:16 AM
314	1. Observation of environments. 2. Observation and documentation of student development. 3. Opportunities to connect research, theory and practice.	2/15/2018 8:52 PM
315	Modules, Common Core ideals, at least one STEM activity, a unit of study (whether it be science, social studies, math or an ELA skills unit	2/15/2018 6:57 PM
316	Class room management is key and having a good understanding of differential learning.	2/15/2018 6:55 PM
317	Teaching using various technology Differentiation Developing lessons across the curriculum Professionalism Classroom Management Team Planning/Teaching	2/15/2018 6:13 PM
318	lesson planning, creating materials, CSE referrals, parent communication, staff development, record keeping	2/15/2018 5:08 PM
319	Classroom management, lesson planning, assessment, communicating with parents, collaboration with colleagues, using data to make decisions, connecting research to practice	2/15/2018 4:23 PM
320	Should be able to maintain discipline, develop a discipline plan, teach lessons that they wrote themselves and other wrote, ability to do formative & summative assessments. They should be required to SOLO for a longer period of time in order to get a true idea of the amount of work involved and the amount of prep involved to make a lesson successful.	2/15/2018 4:19 PM
321	Knowledge of the curriculum and subjects taught. I find the clinical participants are lacking in content area subject general knowledge.	2/15/2018 3:44 PM
322	Key activities: Instructional planning, instruction, assessment Competencies: Increased expectations to ensure the understanding and clinical practice in planning instructional objectives, standards, resources, strategies, differentiation of instruction, assessment strategies. Also to be included are the crafting of high level questions, lesson closure, pacing of lessons, classroom management, student engagement.	2/15/2018 3:25 PM
323	co-teaching strategies transition programming across ages	2/15/2018 3:06 PM
324	Teacher meetings, gradebook sessions with school teachers, Adapted classes.	2/15/2018 2:59 PM
325	Classroom management. Use of current technology as an instructional enhancement. Student Engagement.	2/15/2018 2:54 PM
326	As identified with the professional fields accreditation standards and recommended practices.	2/15/2018 2:23 PM
327	Pedagogy development, educational theory development through praxis, action research lens development	2/15/2018 1:42 PM
328	Classroom management, understanding summative and formative assessment and how that is connected to student learning outcomes.	2/15/2018 1:22 PM
329	Clinical experiences should explicitly include hours around standards learning, curriculum exposure, instructional planning, and the assessment cycle.	2/15/2018 12:38 PM
330	We cannot find supervisors who can afford to do supervision. This has to be built into the program or it does not work effectively to add more work, with no additional time to monitor the work.	2/15/2018 12:30 PM
331	They should be given a planned release to be able to run a classroom independently and must have daily feedback on what specifically they need to work on.	2/15/2018 12:00 PM
332	Teaching different curriculums and grade levels and in many different teaching locations	2/15/2018 11:43 AM
333	ability to present themselves as professional educators at all times. Conversations and interactions with parents and all other adults within the school setting.	2/15/2018 11:23 AM
334	Not all need to be tied directly to their requirements, but most should be. CTE certification Candidates are usually older adults with full time jobs and families - the additional requirements may be difficult to fulfill	2/15/2018 11:18 AM

335	I think more observation time/teaching time should be spent during the field experience, before student teaching. Emphasising classroom management and planning	2/15/2018 11:05 AM
336	classroom management lesson planning for differentiated instruction data analysis and RTI	2/15/2018 10:58 AM
337	Differentiated instruction. Knowledge of child and adolescent development. Instruction designed to engage and advance students to higher levels of learning. Conceptual understanding and thinking skills. Use of technology. Good classroom management. Literacy and ELLs.	2/15/2018 10:49 AM
338	planning , assessment, feedback, reflection	2/15/2018 10:47 AM
339	Content and literacy rich planning. Differentiation.	2/15/2018 10:46 AM
340	Observing experienced teachers working in the classroom, especially activities involving literacy.	2/15/2018 10:28 AM
341	understanding of student's developmental needs ability to plan lessons that engage learners management of multiple priorities	2/15/2018 10:27 AM
342	integration of literacy across the curriculum STEAM/STEM activities in-depth teaching and assessment of students with disabilities and second-language learners	2/15/2018 10:23 AM
343	Parent meetings, instruction, teacher evaluation process, lesson planning with common core standards, unit planning, teacher meetings, faculty meetings	2/15/2018 10:02 AM
344	They should attend team, content, and faculty meetings. They should attend pd when possible. They should be able to participate in the planning of units, data driven instruction, and personalizing learning for students as a result of these activities.	2/15/2018 10:00 AM
345	More of a focus on differentiated instruction and different types of assessment	2/15/2018 9:42 AM
346	classroom management curriculum development assessments both informal/formal parent communication administration communication collaboration within departments collaboration within other county schools grant writing	2/15/2018 9:11 AM
347	Classroom management, communication, "soft" personal skills	2/15/2018 6:44 AM
348	Experiences related to the NYS Teaching Standards	2/14/2018 10:14 PM
349	Conflict resolution	2/14/2018 9:02 PM
350	assessment, analysis of data, instruction, choosing materials, adapting materials,	2/14/2018 8:57 PM
351	Differentiated lessons both to observe and teach. Flexible grouping, communicating with parents, formative assessment, integration of content areas with literacy. Record-keeping, creating lesson plans, theme studies, and particularly classroom management from day one. Observe and participate in all of these	2/14/2018 8:48 PM
352	how to write a lesson plan based on bloom taxonomy	2/14/2018 6:27 PM
353	Ability to plan content specific lessons and increasing levels of rigor and supportive of students with special needs. They should have working knowledge of how to modify lessons to support SWD and ELL. They should be able to build structures and routines in the class that creates a learning environment that doesn't always have to be managed via control techniques. They should have concrete strategies for how and when to communicate with parents and engage parents in students' learning.	2/14/2018 6:10 PM
354	Various approaches to classroom instruction in varying contexts. This would include diverse student populations. Must demonstrate pedagogical competence and ability to adjust instructional approach to the needs of the students in that classroom	2/14/2018 5:54 PM
355	Tutoring Working with small groups Demonstration of empathy	2/14/2018 5:43 PM
356	Whole-group, small-group, and individual instruction; differentiation; assessment; planning; designing curriculum; working with/adapting existing/mandated curriculum	2/14/2018 5:29 PM
357	classroom management and relationship development culturally responsive classroom culture and strategies gradual release of responsibility; creating opportunities for discussion, student engagement	2/14/2018 5:02 PM
358	Will vary by institution, program of study (e.g., early childhood education or special education), and school partners. Candidates should be involved with instructional and non-instructional activities as they observe and assist the cooperating teachers.	2/14/2018 4:38 PM
359	Transitions and fitness games	2/14/2018 4:26 PM

360	-Planning/Teaching lessons -Differentiation for diverse learners -Varied experiences (districts, schools, grades, settings) -Attending professional developments -Effective classroom management	2/14/2018 3:40 PM
361	-teaching small and whole group lessons -tracking student data and providing next instructional steps	2/14/2018 3:32 PM
362	I would like to comment on my answer to the question that starts with, "All clinical experiences must address..." I answered that as though the question was asking if each experience (from field work to a culminating experience) had to include all requirements. The answer to that question is no. (Not sure if that is what you meant by the "All" in your question though...	2/14/2018 3:31 PM
363	intro and exit sessions of lessons small group work full-class lessons unit plan development school-wide PD	2/14/2018 3:31 PM
364	Much longer student teaching experience (i.e., teacher residencies); proven ability to help students of varied backgrounds and needs be successful; development and teaching of full units of study; deep planning/instruction/ assessment experiences (edTPA); successful integration into a school community.	2/14/2018 3:21 PM
365	Classroom observations, grading student work using teacher developed rubrics, working with teacher to set up classroom for activities, working with students in one-on-one situations when appropriate, working with students in after-school situations when appropriate, interacting with parents/parent groups when appropriate.	2/14/2018 3:18 PM
366	Classroom management skills and lesson planning skills	2/14/2018 3:09 PM
367	classroom management, redirection, working with special needs students	2/14/2018 3:06 PM
368	Attend Board meeting; in-house professional development; parent-teacher meetings; other content teachers who display excellence - to enhance personal reflection of professional practices and attributes/dispositions; enhance communication with others within and outside their professional practice; take a parent perspective	2/14/2018 2:38 PM

Q18 The current requirement of 100 hours of field experience prior to student teaching should be increased to support more effective teacher preparation.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	16.51% 72	20.64% 90	24.77% 108	19.04% 83	17.89% 78	1.15% 5	436	3.01

Q19 What should be the structure of the clinical experiences prior to the culminating clinical experience (student teaching)?

Answered: 368 Skipped: 226

#	RESPONSES	DATE
1	I do not believe there should be a standardized structure to the pre-student teaching clinical experiences. Each high education institution should develop clinical experiences that respond to their own students needs in addressing the key components of the pedagogical core. I do support more than one experience prior to student teaching. I support the idea that candidates have opportunity to observe as well as assist in classrooms, prior to a more comprehensive teaching experience while student teaching. I believe these early clinical experiences could be attached to a variety of courses, and that the high education institutions should have the academic freedom to design appropriate courses for their students.	3/26/2018 11:32 PM
2	Our program currently places candidates in two clinical experiences prior to student teaching. The first placement (40 hours) is a co-teaching placement in which they work with practicing teachers in the classroom, to plan, co-teach, and assess science, mathematics, or humanities subjects. The second placement (60 hours) is more observational. Candidates complete child studies of a student with disabilities and a student learning English. They observe, work with small groups of students, provide one-on-one instruction, and typically have opportunities to teach the whole class by the end of the semester. In addition, we require 40 hours of field work that students complete on their own, with the age group for their certificate. We find that this amount of fieldwork (140 hours), coupled with our coursework and the ways in which we connect theory and practice to be sufficient for students to be ready for Student Teaching. Significantly increasing the amount of fieldwork prior to Student Teaching will have a significant effect on our enrollment since many students will find it difficult to complete the extra fieldwork hours along with all their other undergraduate requirements, extra-curricular activities, internships, or employment. We believe that shorter, high-quality placements can effectively prepare candidates for success in student teaching. The proposal to double the amount of fieldwork to 200 hours prior to Student Teaching is not grounded in research that looks at a variety of models and pinpoints what the appropriate amount should be. In other words, at what point would we see the most added value of additional fieldwork? Would 20 hours be enough? Would 50 be enough? Would less hours be enough? What would we want to see to tell us that our students are ready? Quantity is not the same as quality. I am concerned that in an effort to set the bar arbitrarily high, we will make it so that few students will want to become certified to teach especially when so many alternative pathways exist.	3/26/2018 6:31 PM
3	It would be beneficial for student teachers to complete a short practicum with another teacher, observing first, then create and teach that lesson. Prior to completing my 150-hour internship, there were two fifteen-hour practicum's that needed to be completed. This provided me with the opportunity to view different teachers/grade levels/subject areas and provided me with a better foundation. This interaction could also include a one-time encounter with a school librarian. Or the possibility exists for our statewide organization, New York Library Association-Section of School Librarians to partner with higher education leadership to create a workshop for future educators or prepare a list of statewide school librarians who are willing to meet or host future educators, and/or professional development for clinical supervisors as well.	3/23/2018 7:44 PM
4	Again, I am thinking of a teacher certification program in speech-language pathology that is at the graduate level and following the requirements of ASHA. Students already have at least 50 hours at the university clinic (well supervised), a semester of medical/adult placement (again well supervised) and a semester in the schools (again well supervised). I think anything else other than what we have in speech-language pathology is over kill.	3/22/2018 10:43 PM
5	Beginning experiences can include early mediated observation, simulations of classroom and professional interactions, community cultural inquiry, and other sharply delineated instructional interactions with students (e.g., completion of inquiry, mediating classroom learning centers) with the instruction and recruitment as dual goals. This can be followed with growing responsibility for lessons, transition activities, and community builders with individual, small group, and eventually whole classes of students, as well as units of instruction and yearlong curriculum plans. Included in this is ongoing participation in field-based coaching, professional development, and welcoming into communities of practice, as well as study of best practice theory and scholarship.	3/22/2018 9:57 PM

6	A combination of shadow studies (on site extended time in a classroom with a mentor teacher), college-supervised teaching experiences and public school observations.	3/22/2018 9:30 PM
7	This would take too long to explain and I'd rather comment on the new proposed regulations	3/22/2018 8:23 PM
8	Students should be expected to demonstrate specific professional behaviors similar to those stated above that address willingness to get involved, reflect on the management of the instructional environment, the nature of the relationships developed among teacher and students, and the factors that allow lessons to be successful. As they progress through their clinical experience, they should experience more hands on teaching in the school environment.	3/22/2018 7:40 PM
9	progression per the new guidelines suggested	3/22/2018 7:00 PM
10	I agree with "scope and sequence" of clinical experiences as described in document: foundational, intermediate. Two important additional considerations: how might this look (and be designed) in programs leading to multiple certifications, and how will it look in additional certification programs.	3/22/2018 6:58 PM
11	This requirement should not be made with broad strokes. Specifically, teachers of speech and hearing handicap have advanced requirements through ASHA, the regulating body of practicing SLPs.	3/22/2018 6:42 PM
12	Our model is more of an apprenticeship, with pre-service teachers as interns	3/22/2018 6:38 PM
13	"The" structure? Is that not like asking about "the" best way of organizing a school or "the" best lesson structure? Surely there are many more than one....and, just as surely, whether one is a contender "depends"... Surely we have a diversity of high-quality ways to structure such things....with the imagination, together, for inventing even better ones? Again, am concerned with such parameters being mandated, as "the" structure will clearly be appropriate or even great for some situations and "off" or even disastrous for others--and, at the very least, will have unintended limiting consequences. I suggest that descriptions, cases, and guidelines--offered as invitations to building up a rich array of strong practices-- could be a way of pursuing a multitude of imperfect versions of "better", rather than the ever-illusivive "best".	3/22/2018 6:18 PM
14	Student Teacher to be given more control over this process with full access to pupilpath.com student records. In fact the completion should lead to a " Teaching Apprentice" certification, for service in the classroom. Much the same way that other professions have this "assistantship". THERE ARGUABLY SHOULD BE A TEACHING APPRENTICE IN EVERY CLASSROOM for each classroom Teacher. Rationale: Airline pilots, law judges, medical surgeons, and most other professions have ready & able assistants in the many forms of multi-tasking needed to get the job done well, and today's classroom is NO EXCEPTION !! The kind planners here should try the actual job these days for one week to see how significantly it has changed since 2006--with the advent of e-mails at every hour from students, parents / guardians and administration / school districts !!	3/22/2018 3:43 PM
15	The existing structure supports candidates' preparation for student teaching and career entry. We structure candidates' experiences by setting guidelines with cooperating teachers, and by leading candidates' to reflect on relevant and educationally significant aspects of these experiences. Our candidates' success indicates the system is effective.	3/22/2018 3:28 PM
16	I think the 100 hours is enough as long as teacher candidates are engaged in activities rather than just observation.	3/22/2018 3:20 PM
17	Can a candidate complete all of the foundational/intermediate hours with students learning English as a new language and students with disabilities virtually? The math seems to allow for this.	3/22/2018 3:10 PM
18	A few observations, a few periods of teaching, building up to full teaching.	3/22/2018 2:49 PM
19	A combination of experiences connected to a course and broader 'time-in-setting' experiences	3/22/2018 2:47 PM
20	candidates should work from observation to assisting the teacher, to teaching small groups to teaching whole group lessons	3/22/2018 2:37 PM

21	Students should have to spend the 100 hours in a very organized and sequential plan. They need to spend time developing relationships with the teacher and students. They need to be in the assigned classroom on a regular basis such as every morning / afternoon every day for the 100 hours. The first hours should be devoted to developing the rapport with the students and planning with the mentor teacher on exactly what they will observe and teach. Currently the hours are not well organized and there is very little continuity over the hours. Often in special education placements the student basically does the work of the teaching assistant or teacher's aide because they are not expected to be there consistently (for the time required), Example: 50 hours can be spread out over an entire semester. This doesn't provide for the best sequential experience.	3/22/2018 2:30 PM
22	Students should be afforded a variety of opportunities to observe, co-teach, and reflect with participating teachers.	3/22/2018 1:55 PM
23	Do not increase unless the 'so what' of observation is done with more meaning than just seat hours. It is similar to the idea of lengthening the school day/year- why if just more of the same?	3/22/2018 12:51 PM
24	I think the language in the recommendations is fine, "intentionally designed, sequential, and scaffolded"	3/22/2018 12:18 PM
25	Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.	3/22/2018 12:02 PM
26	observation of at least three different teachers; participation as a support teacher in at least one classroom for 25 hrs total	3/22/2018 12:01 PM
27	Raising the requirement from 100 to 200 hours is challenging and interferes with the important work that takes place on campus. Structured, sequenced observation experiences are outstanding but completing 200 hours in rural areas where there are few teachers and most students don't have access to transportation is punitive. It's also discriminatory to poor urban areas for the same reasons. I'm the clinical experience coordinator at The Crane School of Music in SUNY Potsdam. I have no idea how we can arrange 20 hours of observation for English Language Learners. We've discussed partnering with a school and asking them to record their classes and then have our students write a review. We also have fewer music teachers in our area so finding a way for 365 music education majors to complete 200 hours of observation is a daunting task. What is the foundational reason for this increase? Quantity doesn't equal quality and this places a burden on our public school teachers. Lastly, we are adding a requirement at a time when we are moving toward a teaching shortage. This will not help us recruit people into the profession. I can see increasing hours to 160 or even 180 but 200 hours isn't possible without impacting the quality of the education students receive.	3/22/2018 11:47 AM
28	Greater emphasis on educational principals and pedagogy.	3/22/2018 11:42 AM
29	The current structure is effective.	3/22/2018 10:28 AM
30	as is	3/22/2018 10:11 AM

31	Again, just because there is more of it doesn't mean it is better. It is very difficult to find schools that have music teachers who will have students in or who are allowed to, etc. Increasing hours does not make it better. If you make it more burdensome you will be hurting not only pk-12 schools, but also university candidates and especially lower income candidates who do not have the resources to travel even further from their homes to a school that has a music teacher with whom to work.	3/22/2018 10:02 AM
32	there can certainly be more observation hours included in the college curriculum prior to student teaching	3/22/2018 10:00 AM
33	progressional	3/22/2018 9:50 AM
34	Initially rooted in observation of different teachers and classrooms so students can explore and find what works for them initially (all levels, all subjects); Then focused on one particular elementary experience and one secondary experience	3/22/2018 9:06 AM
35	Much observation and analysis. Writing curriculum for differentiation, interdisciplinary applications and integration with special needs. Practice with peers.	3/22/2018 9:00 AM
36	The clinical experience for school librarianship should remain at 100 hours.	3/22/2018 8:53 AM
37	Current format works well. Increased hours will make it nearly impossible for our undergraduates to complete their programs of study.	3/22/2018 8:28 AM
38	... more of a concern is the placement of the college student in "normal" class size environment - not 4-6 student teachers with 6 students. More hours at varying levels (elementary, middle school, and high school) would also help. ...Also - more test and edTPA preparation and then the tests being completed after the final student teaching experience.	3/22/2018 8:16 AM
39	More practice in the field could be a good thing—if the practice is effective and doesn't create an imbalance with development of sufficient knowledge of teaching and subject areas with depth and breadth. This includes developing sensibility and respect for why things work the way they do in the field, as well as for need for ongoing assessment and improvement based on knowledge of current best practice and the ability to work with colleagues to engage in data-driven compromise in the face of competing views of best practice. However, adding 100 additional hours of fieldwork prior to student teaching along with hours to student teaching will undercut time available for on-campus study of needed content for subject area expertise, as well as theory and research on teaching and mediation of field experiences, especially in secondary, dual, and one-year graduate and alternative preparation programs. It will also increase program delivery costs when both instructors and supervisors are needed to mediate added credit hours. Such hours will make it even more difficult for non-traditional students to work to cover expenses and attend school at the same time, narrowing further who can afford to become an educator. Beginning experiences can include early mediated observation, simulations of classroom and professional interactions, community cultural inquiry, and other sharply delineated instructional interactions with students (e.g., completion of inquiry, mediating classroom learning centers) with the instruction and recruitment as dual goals. This can be followed with growing responsibility for lessons, transition activities, and community builders with individual, small group, and eventually whole classes of students, as well as units of instruction and yearlong curriculum plans. Included in this is ongoing participation in field-based coaching, professional development, and welcoming into communities of practice, as well as study of best practice theory and scholarship.	3/22/2018 7:17 AM
40	The present requirement allows programs and school partners to structure experiences in ways that benefit candidates and also respect the varied needs and limitations of all parties (time and people are finite). The proposal ignores the expanded human resources that would be needed to have 100 hours of intermediate experience with two supervisors. At present, P-12 partners receive no pay. We cannot impose further without compensation of time (release). And who will find the hiring of additional college supervisors? The few tenure-track faculty are overextended with on-campus service and teaching. At the secondary level, they are also supposed to be scholars in their content disciplines.	3/21/2018 11:08 PM
41	Candidates should have exposure to the resources in school libraries as well as be able to consult and collaborate with a certified school librarian. Candidates should spend time observing a teacher who collaborates with the school librarian.	3/21/2018 11:00 PM
42	Observation with assigned mentor teacher as well as opportunities to engage with students in other ways (i.e., tutoring)	3/21/2018 10:59 PM
43	Flexibility is key. Programs are so varied. Clinical experiences prior to student teaching should involve observation, as well as engagement with mentor teachers and P-12 students.	3/21/2018 9:13 PM

44	Programs need to have the latitude to structure clinical experiences in the ways they deem necessary for their local school contexts and student teaching structure. If the state truly wants the clinical experiences to be constructed and supported in partnerships between IHE and P-12, then how can it be specified for the entire state? And what is the purpose of having all teacher prep programs meet national accreditation standards - which specify what levels of competency candidates have to meet if the state is going to dictate its own requirements? How many masters can teacher preparation programs be expected to serve?	3/21/2018 8:55 PM
45	some teaching and lesson planning. requirement to attend meetings curriculum and faculty	3/21/2018 8:54 PM
46	First a semester of field experiences with a combination of observations and evaluated written lesson planning and actual teaching in a real classroom, followed by a semester of full-time intermediate student teaching completed before a semester of full-time culminating student teaching.	3/21/2018 8:37 PM
47	I work with TSSLD candidates (speech-language pathology) and the current structure of clinical experiences prior to student teaching work very well for preparing our candidates. i	3/21/2018 8:07 PM
48	There should not be an emphasis on hours nut instead content. The content for each discipline differs and should be based on their SPA. The field experiences are also not linear from trite to stellar. The first EC field experience where students focus on the environments in which children develop best is crucial. Each field experience is part of the whole.	3/21/2018 4:33 PM
49	- observation of formal and informal learning environments, in and out of school - Required comparison between classroom videos and live classroom experiences - participation in formal and informal learning environments, in and out of school	3/21/2018 3:46 PM
50	Some observation and occasional practice that is meant to inform course-based learning.	3/21/2018 3:13 PM
51	That should be negotiated between the supervisor, cooperating teacher, and student teaching candidate, depending upon the needs of the students, the teacher, and the candidate.	3/21/2018 2:33 PM
52	Scaffold based on coordinating coursework. Observing and participating opportunities.	3/21/2018 2:19 PM
53	I think the current flexibility in how these experiences are arranged allow institutions to partner with P-12 schools in ways that work for both partners	3/21/2018 1:30 PM
54	The clinical experiences should include some observation of a wide variety of students populations, as well as more structured practicum experiences.	3/21/2018 12:48 PM
55	The 100 hours seems adequate to me. Ideally, candidates will have experiences in a variety of classroom settings prior to student teaching. They will have experience teaching or supporting teachers in the subject area(s) they are expected to teach in student teaching. Initial clinical experiences should allow students to work as aides or support staff in classrooms, working with students in small groups or one-on-one with materials designed by the classroom teacher. As they progress in their preparation program, they can begin working with students with their own lesson plans that align with the classroom teacher's.	3/21/2018 12:24 PM
56	Ideally, each methods course could have clinical experiences embedded in them. Likewise for courses regarding diverse learning needs.	3/21/2018 12:13 PM
57	From the beginning of the program, students should be placed in a classroom for field experience. Initial experiences should be based around particular assignments in coursework, but should also highlight key experiences (like developing a lesson plan, teaching a lesson on one's own, etc.)	3/21/2018 11:39 AM
58	Should be approximately 30 hours in the 1st semester, 60 hours in the 2nd. Having some time to become familiar with the classroom environment is essential for preparation to increase the time spent and activities accomplished in the classroom prior to student teaching. The experiences should build on each other, gradually allowing the candidate to accomplish more and more.	3/21/2018 11:31 AM
59	- Observations of each teaching model - Reflections on lessons with a Q&A format - Reflections from the students in the classrooms on what they like/dislike about the teaching strategies the student teacher utilizes	3/21/2018 10:35 AM
60	Experiencing several different grade levels Working in High Needs districts Working with Special Education students	3/21/2018 9:45 AM
61	The structure should vary depending on the placement and candidate. As long as they are able to observe & participate (as discussed in the previous question), then we are able to meet our goals.	3/21/2018 7:57 AM
62	They should be teaching more than observing, and doing the warm-ups.	3/21/2018 7:40 AM

63	They way it is currently set up.	3/21/2018 7:12 AM
64	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/20/2018 10:13 PM
65	The structure needs to ensure that the teacher is highly qualified and has demonstrated leadership in their district - provide an excellent role model	3/20/2018 9:09 PM
66	Scaffolded experience in the classroom, working alongside the cooperating/mentor teacher. Once in the candidates' first student teaching placement, they should ramp up the taking over of classes from the cooperating teacher. By the final placement, candidates should be able to assume the role of the teacher for the entire day, under the supervision of the cooperating teacher.	3/20/2018 8:00 PM
67	It sounds more like 2 semesters of student teaching but you don't want to compensate?	3/20/2018 7:39 PM
68	To the extent possible this should be embedded in and complementary to courses candidates are taking. Please also note that substantial increases in observation hours impact schools set in rural areas particularly acutely. At SUNY-Potsdam, for example, we have a music teacher education program of over 300 students. Our local schools can not accommodate that level of student observation if it were to be doubled. This increase would negatively impact our program.	3/20/2018 7:20 PM
69	1 day a week for 15 weeks is adequate for candidates to get a sense of how schools work and whether or not they are a "fit" for the role	3/20/2018 6:21 PM
70	Candidates need to see teachers who model best practices. They need to be exposed to diverse populations (SWDs, ELLs, multicultural/multi-ethnic, etc.) as well as diverse geographies (rural, urban, suburban, etc.) Clock hours should be relevant and connected to foundational course work; practicum experiences should be structured and should allow ample opportunities for candidates to practice teaching lessons and managing multiple classroom responsibilities. Student teaching (culminating experience) should be a 12-week experience.	3/20/2018 6:03 PM
71	The 100 hour field experience, with attention within those hours paid to working with students with varied needs, are adequate for the experience prior to student teaching.	3/20/2018 5:32 PM
72	Guided observation/participation. Guidance might come through coursework, observation guide sheets, host teacher guidance (pre- and post-observation conversation), etc.	3/20/2018 4:39 PM
73	Increasing those hours would be disastrous from the point of view of science departments. It will also make it highly unlikely that students will graduate on time.	3/20/2018 3:57 PM
74	integrated and tied to on-campus course content	3/20/2018 3:40 PM
75	I am not sure why this is needed.	3/20/2018 3:33 PM
76	At least two mornings a week throughout the first year, happening while classes are occurring	3/20/2018 2:24 PM
77	begin teaching as soon as possible and no later than the second day of student teaching. Quite a bit of time is wasted with more observation. Start with minimum of 2 lessons/day.	3/20/2018 2:19 PM
78	I support the ideas of foundational and intermediate experiences with candidates increasingly being more involved in the schools during field experiences working up to teaching some lessons before student teaching.	3/20/2018 1:57 PM
79	The current structure is fine. If you want to delineate the current 100 hours in terms of foundational, intermediate, and culminating experiences (as outlined in the proposed regulations), that is probably a good thing.	3/20/2018 1:56 PM
80	Smaller chunks as early as possible...This will weed-out candidates for whom teaching in not the best choice...Also, observe at all levels (elementary, middle, & high school) early on to make sure that the level the student is preparing to teach is truly their best fit.	3/20/2018 1:17 PM
81	PDS model Buffalo State as ex.	3/20/2018 10:47 AM

82	See (1) above about maintaining flexibility for IHEe, P-12 providers, and community organizations to collaborate to develop clinical experiences that support teaching candidates. Recommendation for the work group/NYSED: (1) create two columns: (a) 100-hour initial clinical experience; and (b) 200-hour initial clinical experience: (2) write, under those columns, (a) specific kinds of experiences; and (b) research-supported consequences of those experiences, parsed out by the time required to enact/participate in them (e.g., "if 20 hours is spent teaching X students to investigate/read Y, Z outcome/consequence is to be expected"; (3) compare and contrast the specific kinds of experiences and research-supported consequences identified under the 100-hour and 200-hour clinical experience columns; (4) if there are definitive, evidence-based differences between the two, consider establishing a new timeframe for the clinical experience COUPLED WITH guidelines for the kinds of clinical experiences that are demonstrably better for students and teachers. If there are no clearly demonstrable, evidence-based differences between the two columns, reconsider the decision to change the regulation based on a lack of warrant for doing so.	3/20/2018 10:41 AM
83	Have a goal or project that needs to be completed in class or with class in mind, not just coming in and observing. Communicate goals and project needs to teacher mentor even if they don't need to assist with it.	3/20/2018 9:41 AM
84	I like the idea of a progression of experiences so that students are starting out with just observation and gradually moving towards more instruction with children.	3/20/2018 9:25 AM
85	100 hours of observation and participation	3/19/2018 10:51 PM
86	Observations don't address the practice of teaching. I could observe 1000 hours but still not feel confident or comfortable in front of the classroom. Observations should be less and a participant observation period should be required (like Molloy College has)	3/19/2018 6:03 PM
87	There is not adequate time right now, with just 100 hours, to give our adolescence education students the depth of content they need in order to teach well 7-12. They are already having difficulty achieving the 100 hours of fieldwork observation. I fear that adding hours will not better prepare our students. It will take away from the amount of content they get in their undergraduate program, and that content is fundamental. It is the foundation that beginning teachers need to be confident, knowledgeable teachers.	3/19/2018 5:47 PM
88	Requirements that hours are more structured rather than just more hours. There could be checklists of experiences and competencies that could be flexibly gained across experiences.	3/19/2018 4:12 PM
89	Observation and hands-on supervised teaching experience. Daemen college requires 150-160 clinical experience hours prior to students teaching in the childhood teacher prep program.	3/19/2018 3:12 PM
90	Observation and graduated hands-on teaching experiences. Daemen College's Childhood Teacher Preparation program already requires 150-160 practicum hours prior to student teaching; few of these hours are observation.	3/19/2018 3:12 PM
91	At least two mornings a week throughout the first year, happening while classes are occurring	3/19/2018 1:28 PM
92	Clinical experiences need to be more embedded in university coursework. Currently, while it is supposed to be coordinated with fieldwork and coursework, in practice it does not work out that neatly. It is a challenge to connect fieldwork experiences to coursework when all students are not even assigned to the same instructor. Closer coordination -- such as The Lab School model -- would make for a much more useful and successful experience.	3/19/2018 11:41 AM
93	Supervision and communication Education course taught at the school in collaboration with host teachers Time for host teachers and clinical supervisors to meet	3/19/2018 10:02 AM
94	observation of the school system. Observe a faculty meeting, department meeting, school initiative meeting, etc	3/19/2018 9:24 AM
95	Blocks of observing the same teacher then teaching one component of their lesson plan after watching the teacher model it.	3/19/2018 8:54 AM
96	Student observations	3/19/2018 7:49 AM
97	Students should be required to briefly interview the teachers they observe. Observations hours Debrief with teachers	3/19/2018 7:36 AM
98	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM

99	I think that the current observation time is sufficient. Student clinical experiences should be realistic and reflective if they are capable of performing all of the tasks of being an educator.	3/18/2018 9:16 PM
100	Our students already complete more than the required 100 hours of field experience. Prior to student teacher, a diversity of experiences is necessary.	3/18/2018 9:02 PM
101	Structured observations with specific objectives in mind for each (teacher interaction, work flow, time management, transitions, etc)	3/18/2018 8:41 PM
102	Freshman year - observations in classrooms Sophmore year - more observations in classrooms Junior year - teach a few lessons Senior year - year long student teaching experience, so they can see how to begin and end a school year and everything in between	3/18/2018 7:26 PM
103	Teacher observations; individual student or small group tutoring, small group instruction, planning of lesson components.	3/18/2018 7:11 PM
104	Observation and discussions with teachers on why they are taking certain actions	3/18/2018 6:25 PM
105	I am the Program Chair for all the Human Services Programs. We have Field Internship in all programs. The structure is a seminar class, field hours (depending on the level you are in), and weekly meetings with a Field Supervisor. Structure is very important.	3/18/2018 5:37 PM
106	I envision a checklist of "shadowing" opportunities of all the people and positions, committees and groups that work together to educate a child. Then some kind of student teacher assessment to show the student teacher understands how these entities are connected to each other and the role of the teacher and why they do what they do to support the student.	3/17/2018 10:00 PM
107	Observation of different settings	3/17/2018 9:53 PM
108	Our current method is working. We supplement the experience of students by inviting children onto campus for lessons designed by the Teaching Methods students. The students in earlier courses can come and assist. The format of our program will not allow more hours before student teaching.	3/17/2018 5:34 PM
109	150-200 hours	3/17/2018 11:16 AM
110	Although I support the observations process I believe the 100 hours would be much better spent in a student teaching capacity.	3/17/2018 7:30 AM
111	Semester internship with a school or classroom where students can act and get paid as a teacher assistant.	3/16/2018 6:52 PM
112	I would be in support of more hours of field experience prior to student teaching as more experience is only a good thing, HOWEVER there are too many factors that prohibit this from happening from my perspective. Many of our students struggle to complete the minimum 50 hour requirement already due to full course loads of 12+ credit hours each semester on top of usually working a part or full time job. We have a growing number of non-traditional students entering our program that are already working full time in a school during the day and are trying to fit 50 hours in during their breaks (lunches, planning periods, etc.) This does not really provide a "clinically rich" experience. In addition, if you add an additional 100 required hours, I do not know how we will ever adhere to Seamless Transfer regulations. Some teachers are already hesitant to commit to hosting students for 50 hours so my fear, for my job specifically, is that it will become extremely difficult to get enough teachers willing to host our candidates if the commitment is doubled. Without mandating the P-12 schools to participate, we could be in danger of not being able to find enough placements for our students. We are in an area that is highly saturated with Teacher prep programs, so this could be problematic for that reason as well.	3/16/2018 3:07 PM
113	Initially, observation with follow up discussion with the higher ed supervisor, participation including lesson preparation and delivery under the supervision of a classroom teacher and a college professor.	3/16/2018 2:35 PM
114	Must include mentorship! Quantity of hours without the quality of the mentorship isn't productive. Please include some ideas about classroom teachers and their expectation of mentoring well.	3/16/2018 1:44 PM
115	set time in a classroom each week	3/16/2018 1:14 PM
116	They should be required to observe a set number of hours per semester prior to student teaching. Hopefully, this will help them decide if teaching is the right occupation for them.	3/16/2018 12:58 PM
117	Thought processes specifically linked to teaching in their area and everything associated with it. This should start with the professors who prepare these students for their student teaching in the first place.	3/16/2018 12:41 PM

118	Student teachers need to see, participate in, and reflect on instruction and planning	3/16/2018 11:52 AM
119	Observation leading to a supervised pre-clinical experience.	3/16/2018 10:46 AM
120	More emphasis should be placed on quality observations rather than quantity. Possibly initial observation hours could be selected from videos as in the article by Cuthrell et al (2016), Developing expertise: Using video to hone teacher candidates' classroom observation skills. Also, observational experiences should closely align with teacher candidates' coursework. Zeichner (2010) states that "two of the most in-depth national studies of teacher education in the U.S. have shown that carefully constructed field experiences that are coordinated with campus courses" (p. 484) are more instrumental in TC learning than the traditionally separate field experiences. " Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. Journal of Teacher Education, 61(1-2), 89-99.	3/16/2018 10:40 AM
121	Students should be in classrooms and have practice with instruction with large and small student groups	3/16/2018 9:44 AM
122	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field	3/15/2018 9:11 PM
123	observations of classrooms and children, assistant teaching and support in classroom, complete a Prospect School's descriptive review of a child	3/15/2018 6:35 PM
124	At least two mornings a week throughout the first year, happening while classes are occurring	3/15/2018 3:29 PM
125	Students should understand the they very well may not walk into their dream job and that they should be competent in most areas of teaching music. An instrumental candidate should also be competent in the area of general music and visa versa.	3/15/2018 1:57 PM
126	At least two mornings a week throughout the first year, happening while classes are occurring	3/15/2018 1:18 PM
127	Begin with doing observations in a classroom setting and moving toward hands on experiences.	3/15/2018 12:12 PM
128	Students should be more than classroom observers. They should be interacting with students/teachers in meaningful ways.	3/15/2018 6:10 AM
129	Consider opportunities to participate in curriculum or assessment development, learn more about 504 Plans and IEP's, and maybe complete a case study on a study who requires Tier II or Tier III interventions	3/14/2018 11:41 PM
130	More immersion in the same classroom for continuity in learning (content, children, culture etc) This has drawbacks and there should be more than one classroom but many classrooms with just a few hours in each is a poor model. College faculty in public and community classrooms; learning and observing side by side and then analyzing the learning in the context of the college coursework. Use of technology (w/ all permissions granted) to livestream classrooms for full analysis later. INTENTIONAL PLACEMENTS _ long term. I realize the big question is for our working students. I don't have the answer for this and it is a Huge concern of mine.	3/14/2018 3:44 PM
131	Clinical experiences should move from observing in high quality classrooms to assisting in such classrooms. They should also include experiences working with ENL, special education students and students of diverse classrooms (possibly tutoring, or assisting in classroom or resource settings)	3/14/2018 3:16 PM
132	Observations of a variety of P-12 educators in different settings. Written reflections should be required.	3/14/2018 2:58 PM
133	100 hours are appropriate but, rather than time spent passively observing, the experience must include more time/opportunities to assist in co-teaching and in teaching than is currently included.	3/14/2018 1:08 PM
134	Observation with a gradual release to direct instruction	3/14/2018 12:23 PM
135	Observe, engage, assist with activities in the classroom	3/14/2018 11:49 AM
136	Clinical experiences prior to student teaching should include opportunities for students to connect their coursework to what they are seeing in the classrooms they are observing. Students (at the undergraduate and graduate level) should be expected to work regularly with one or two cooperating teachers prior to student teaching so that they can get some hands on experience in the classroom before they student teach.	3/14/2018 11:47 AM

137	<p>The current format is more than plenty. Perhaps changes can be made within the 100 hours to more specifically direct observations, but adding time requirements, in my opinion and experiences with overseeing 700+ pre-service teachers, will absolutely NOT enhance the experiences. Additionally, an extremely important aspect is to define "Supervised by higher education faculty." If this means HE faculty collect observation verification forms -- great. However, if this is defined in any other way such that a HE faculty has to be part of the placement or direct supervision of pre-service teacher observations, it would be absolutely devastating to any program larger than a handful of pre-service teachers and extra devastating for situations where large institutions are located in small communities: (1) Large Institutions -- our music education program enrolls approximately 260 pre-service music education students, which currently amounts to 26,000 observation hours, and HE faculty are already overseeing the submission of 260 students' observation verification forms. If "supervision by HS faculty" is defined to encompass more specific duties, it would require many more resources that it would drain HE faculty from other crucial resources, training, research, and teaching responsibilities. Small programs may be better able to adopt more involvement, but it would handicap large programs. (2) Small communities -- as a whole, music education is a small field compared to other fields. We happen to be a very large institution (similar to Crane and Fredonia) that sit in small communities that often have 1 high school and maybe a handful of middle and elementary schools. Our community has 12 total school with ~20 total music teachers in the entire district. We also have a few smaller surrounding communities within a 30 minute drive that have a few more music teachers. These teachers are already extremely generous in opening their classrooms to some observations and to our student teachers. Requiring more hours with a more involved definition of "supervision by HE faculty" is simply impossible as it would force the observations to occur within a small radius of the institution. Statistically, think of it this way -- 260 students, 100 observation hours each, 12 schools = 2,167 hours of observations per school. Increasing observation hours AND coupling a more strict definition of "supervision by HE faculty" would be absolutely devastating. We simply do not have the resources in our community, and the surrounding communities, to meet these demands and it would devastate to the institutions and overwhelm the local schools. To be clear, I do not support an increase in observation hours for multiple reasons, and I do not support defining "supervision by HE faculty" as anything more than collecting observation verification forms from pre-service teachers.</p>	3/14/2018 10:37 AM
138	based on individual	3/14/2018 9:39 AM
139	Observation in year 1 equal to 30 hours. Observation and small group instructional practice in years 2 and 3 that equals 35 hours. Or lengthen student teaching experience to 200 hours in senior year.	3/13/2018 3:52 PM
140	No change	3/13/2018 3:43 PM
141	As stated above, pre-service teachers should represent learning based on observations in the host classroom(s) through writing or conversation. Pre-service teachers should be required to lead small group instruction. The days in the experience should be a full day of school for a few days a week.	3/13/2018 3:39 PM
142	More time for the student teachers to actually teach classes.	3/13/2018 3:08 PM
143	learning how to differentiate learning engagement techniques learning how to build rapport with teachers and students learning how to manage time wisely learning how to teach content	3/13/2018 3:07 PM
144	teaching experience of at least 40 school days	3/13/2018 3:04 PM
145	observing classroom management delving into curriculum and planning lessons using only the standards with no teacher guide Planning and implementing small groups based on student needs identified in data	3/13/2018 3:03 PM
146	Students should have more hands on experiences for example they should be able to plan and teach more lessons or even small group instruction.	3/13/2018 3:02 PM
147	Prior to student teaching, they should have more observation hours and field experience to interact with students.	3/13/2018 3:02 PM
148	Prior to student teaching, the candidates should participate in more hands on experiences rather than just observations.	3/13/2018 3:01 PM
149	observation participation team teaching	3/13/2018 3:00 PM
150	They should learn how to write lesson plans and create smartboard lessons.	3/13/2018 3:00 PM
151	Becoming familiar with neighborhood and demographics of population	3/13/2018 3:00 PM

152	taking education classes familiar with the school community	3/13/2018 2:57 PM
153	small group instruction and whole group	3/13/2018 2:53 PM
154	pre-teaching, teaching, post teaching	3/13/2018 7:47 AM
155	Observation to activities trying and learning about a piece of the various competencies such as lesson planning and teaching for an individual prior to student teaching.	3/12/2018 5:10 PM
156	The degree granting institution should provide the student with checklists of activities to be completed, including questions about types of techniques used by practicing teachers. They should create lesson plans, intervention plans,co-teaching plans, and whatever other skills the institution deems necessary. Candidates should have requirements that need to be completed such as teaching small groups, consulting with cooperating teachers, etc.	3/12/2018 3:49 PM
157	50 hours should be in core area with SAME teacher	3/12/2018 2:19 PM
158	N/a	3/12/2018 1:59 PM
159	More practice in delivering lessons and more experience in classroom management.	3/12/2018 12:23 PM
160	50 hour in a middle school; 50 hours in a high school; 50 hours in special education. This aligns with 2 content methods and a special ed methods course. It is not clear how we would get more than 150 hours in the field collaborated with methods courses.	3/12/2018 11:58 AM
161	I don't think increasing the clinical hours before ST justifies a reduction in ST days (i.e., 75 to 70)	3/12/2018 10:47 AM
162	It is a good idea to have as much quality observation time as possible before student teaching	3/12/2018 8:55 AM
163	Describe the context of the school and the classroom, track a lesson, teach a lesson, work with small groups and finally, whole group instruction. Assess lessons and reteach if possible.	3/11/2018 10:08 PM
164	Observation and helping teachers	3/11/2018 7:54 PM
165	they need to be tied to a teacher or two teachers who will mentor them or see at least a unit everyday beginning to end	3/11/2018 6:17 PM
166	The 100 hours expected currently provided opportunities for the teacher education program to develop strategies and class related field work that meets their needs. Mandating more hours will simply drive more students away from teaching or add time onto current preparation programs, increasing costs and pushing high quality candidates to other careers. The structure should be determined by each teacher ed program based on accreditation needs and expectations for certification (current standards)	3/11/2018 3:00 PM
167	I think higher ed institutions need the freedom to work with regional P-12 schools to determine the structure that will work best for their teachers and cooperating schools. Different schools have different needs, and the intensity of P-12 teacher evaluations has had a negative effect on the number of teachers willing to host pre-service teachers. Ideally a pre-service candidate will be able to act as an intern in one classroom or school for the full time, but I know that isn't always possible.	3/11/2018 1:03 PM
168	There a variety of different models in use, and each is effective in its own way.	3/10/2018 10:00 PM
169	Foundation, theory, practice, demonstration, research	3/10/2018 12:55 PM
170	I recently had an individual come to me with absolutely zero guidance of what he should be accomplishing during his observation hours. That was annoying. He should have been asking pointed questions about what I do on a daily basis, have tasks to accomplish (experience planning, grading, implementing and interacting with students). I selected things that I felt were appropriate but it was exhausting. Benchmarks should be set for the student observations hours that will reflect what these students should be doing during their placements.	3/10/2018 12:49 PM
171	Significant time should be spent in one or two classrooms observing all aspects of a classroom and the whole school day.	3/9/2018 9:51 PM
172	early field experience in pedagogy-related courses	3/9/2018 9:48 PM
173	I do, we do, you do. Less cumbersome reporting, more hands on doing.	3/9/2018 6:01 PM
174	More time working with students, less time just observing	3/9/2018 5:37 PM

175	Education students should begin by learning techniques for lesson planning and use of assessment data. They should work with teachers in the planning process and observe lessons they planned. They should follow through to see how planning is modified based on student work and collection of data. When students have observed many classrooms and have worked on planning in their disciplines, they may begin to co-teach. After co-teaching, they can student teach	3/9/2018 5:25 PM
176	Self- and Peer- Reflection should be imbedded into initial clinical experiences	3/9/2018 4:28 PM
177	In partnership with high needs schools, engage in co-teaching experiences.	3/9/2018 3:49 PM
178	Juniors should be expected to teach in real classroom settings, not clinical. Sophomores should be expected to teach individual lessons and observe full classroom teaching. Freshman should observe classroom and individual lesson teaching.	3/9/2018 3:34 PM
179	Jr student teaching	3/9/2018 1:57 PM
180	I believe the current requirement of 100 hours is sufficient. To my knowledge, there is little (if any) research that proves that such a significant increase in the required clinical experiences prior to student teaching makes much of an additional impact at all. It would definitely result in additional stress on the higher education institutions and the students as they attempt to squeeze even more into their already very heavy load.	3/9/2018 11:28 AM
181	Work with multiple teachers/classrooms to complete a number of lessons, mini-lessons, group initiatives, after school clubs, youth groups, any sort of experiences with kids(supervised) that allows for interaction and management.	3/8/2018 9:03 PM
182	Observation hours in the field (7-12 for adolescent ed students, K-12 or K-6 for childhood ed students or majors that allow for a range of grades) with a written reflection to process the experience.	3/8/2018 5:58 PM
183	There should be a significant portion of time devoted to actual teaching experience before the senior student teaching experience. Lab based settings, assisting in classrooms, and supervised practicum experiences.	3/8/2018 3:19 PM
184	no more hours needed for student teaching	3/8/2018 3:17 PM
185	Look at the schools of education across the state who have the most success. There is no need to reinvent the wheel. There are many excellent programs across New York State. College students considering teaching need (early) firsthand experience in classrooms to help them decide if they will stay in their teacher education program. This experience should be observation primarily in the first semester. After the initial experience, they should be planning lessons and delivering them to small groups and then to the whole class as they are ready. This experience needs to be supervised by a college faculty member (could be clinical faculty specifically hired to support students in clinical experiences). This should ramp up into the semester just before student teaching, with more responsibilities added.	3/8/2018 2:50 PM
186	Depending on how the Committee defines "supervise", this could be devastating. If they define "supervising" more loosely such as collecting observation hour verification forms from students, that would not be a big deal. However, if they define it similar to the way we supervise student teachers, the costs associated with supervising 260 students acquiring 200 hours of clinical experience would be astronomical. It is not an overstatement to say this would simply not be affordable.	3/8/2018 1:51 PM
187	Student observers should be just that- observers, unless otherwise directed by the classroom teacher. The requirements should NEVER dictate their direct participation in a classroom observation until they are student-teachers.	3/8/2018 1:34 PM
188	This depends on the content area. One department has three 50-hour placements, one department has field experience built into a semester class, and one department has a 1/2 semester placement 3 days per week - the hours of the school.	3/8/2018 11:47 AM
189	100 hours of quality field experience is more than sufficient and should be infused throughout the professional preparation experience	3/8/2018 10:00 AM
190	Smaller episodes of teaching in the field with experienced and effective teachers who can provide feedback and understand that they are "learners" and not seasoned teachers. Students should gradually take on more responsibility over time leading to student teaching - 100 hours has been fine and I do not support the increase.	3/7/2018 10:16 PM
191	Observing in general ed, special ed, and special subject classes for all candidates. Observe in specific setting. Assist regularly. Intro on own. Partial lessons. Full lesson with help.	3/7/2018 9:47 PM

192	The observation period should have more dialogue among student teacher, college teacher and the teacher being observed	3/7/2018 6:05 PM
193	The more hands-on experience and observation the better. Focusing on the sponsor teacher's room, but going to observe other teachers when possible.	3/7/2018 4:34 PM
194	Students should have the ability to record classroom activities for later analysis. They should be encouraged to participate in daily activities. They should feel comfortable asking questions. They should feel more welcome into the classroom.	3/7/2018 4:31 PM
195	I think that 200 hours is too much in tandem with SUNY policies (seamless transfer in particular). I think that we should increase the hours to 125 hours.	3/7/2018 4:12 PM
196	scaffolded experiences that include specific exercises to 1) work effectively with small groups 2) manage larger groups of students, including transitions 3) demonstrating teaching a series of lessons leading to deep understanding of a content area	3/7/2018 12:06 PM
197	250 - 500 hours	3/7/2018 11:36 AM
198	Progressive classes requiring more time in schools.	3/7/2018 11:08 AM
199	a sound familiarity with classroom settings in which teaching & learning take place	3/7/2018 11:03 AM
200	It would be a burden on the students, cooperating teachers and the teaching programs. In addition, it would serve little purpose and although it would seem to support more prepared teachers, the actual learning comes with student teaching and working with the students.	3/7/2018 9:25 AM
201	Our teacher candidates in the childhood/SpEd program already have an 160 or more practicum hour requirement. We get them into the field with more than observation throughout their 4 year undergraduate experience.	3/7/2018 8:01 AM
202	Reasonable hours within courses. By reasonable I mean considering a student's full time work and additional program requirements for coursework.	3/7/2018 12:31 AM
203	Observe, tutor, participate	3/6/2018 9:50 PM
204	The structure of the clinical experience should be negotiated by both the institution and the teacher preparation candidate. Coursework can certainly complement observational experiences and offer a space to unpack classroom interactions. Doubling the observation hour requirement will not necessarily translate to greater preparation in the field.	3/6/2018 3:33 PM
205	Increase the time in classrooms, but decrease all the papers and outside assignments. Teacher candidates should be immersed in teaching, not college requirements. Adding hours in the classroom is awesome, but cut something else.	3/6/2018 2:19 PM
206	Consistency - observe teacher teaching observe student behavior engage with students get hands on experience in the classroom	3/6/2018 1:53 PM
207	The model should be progressive, with more pedagogical skills being demonstrated throughout the program.	3/6/2018 1:34 PM
208	Observing, and asking teachers questions about their methods	3/6/2018 1:25 PM
209	At least half a school year consecutively with the same population of children if possible or if grades 9-12, same teacher	3/6/2018 12:54 PM
210	-experience at a variety of grade levels -experience at both "small" and "large" districts - experiences with both male and female teachers (if possible)	3/6/2018 12:22 PM
211	They have to be able to be actively involved with students. Just observation does not allow for growth.	3/6/2018 11:58 AM
212	Observation. Observation with structured reflection with classroom teachers. Observation. With structured reflection. With professors. Rounds types of observations. With reflection. With other student teachers, professors, and classroom teachers. Push in for mini units(like1-2 weeks) where student teacher is not just an observer, but teaching all or part of lesson and interacting with students in groups and individually. Sitting In on parent teacher conferences. Shadowing not just observing, but following the teacher for several days through all the tasks with ongoing reflection and commentary. Present	3/6/2018 11:50 AM

213	More focus on what a clinical experience in an academic setting looks like, i.e. clinical support in a school setting (individual, group, family therapy, and support groups). Opportunities for candidates for student teaching to gain a knowledge base for special education, impact on student and family and diagnosis and medication management.	3/6/2018 10:45 AM
214	The existing condition is fine.	3/6/2018 10:35 AM
215	Placements should begin as soon as candidates take the introduction to education course.	3/6/2018 9:35 AM
216	The clinical experiences should be content and grade-level specific training.	3/5/2018 10:47 PM
217	Hunter College already exceeds the hours needed. Adding the extra levels that students must fulfill will sharply decrease the student's ability to live and work. Most students barely get by and CANNOT take off two more terms to student teach.	3/5/2018 9:58 PM
218	Preservice teachers have a number of semesters prior to student teaching. There should be ample opportunities for teacher candidates to not only observe, but to teach both small and large groups with mentor teacher and/or instructor providing feedback. My student teachers typically complain that they did not feel prepared to student teacher, mainly because they did not spend sufficient time in classrooms during their methods courses to really teach children and receive feedback to help build their experience and confidence.	3/5/2018 7:22 PM
219	Shadow teacher for a quarter of the school year?	3/5/2018 3:09 PM
220	xyz	3/5/2018 2:25 PM
221	It would be nice to have some form of intermediate step between observation hours and student teaching, but I am not sure what this would look like. Some type of work directly interacting with or supporting students.	3/5/2018 12:45 PM
222	More hours do not necessarily translate into better experiences.	3/5/2018 12:30 PM
223	The current 100 hours of field experience suffices.	3/5/2018 11:55 AM
224	acquiring knowledge of behavioral management techniques, strategies	3/5/2018 11:41 AM
225	Their volunteer hours and shadowing should be aligned with their student placement so they can develop a learning community that expands the 20 - 25 weeks.	3/5/2018 10:35 AM
226	Expansion to 200 hours has no basis in research, and the time and energy needed will harm candidates' content learning as well as impose new demands on already-strained school partners. Improve quality of experiences within 100 hours	3/5/2018 9:47 AM
227	Clinical experiences in all classes	3/4/2018 3:21 PM
228	It should be 100 hours, but those 100 should be better planned for the teaching candidate.	3/4/2018 12:11 PM
229	Candidates should be able to attend/participate in professional development related to teaching practice with experienced teachers as collaborators.	3/4/2018 10:28 AM
230	Teach in higher ed classroom Observe and teach 3-5 lessons in early field placements Student teach no less than 10 Weeks per certification (dual certifications should not be permitted without 10 Weeks of student teaching for each certification)	3/3/2018 6:41 PM
231	Focus , purposeful, and supervised clinical experience. Quantity (more hours) does not guarantee quality. Less is more!	3/3/2018 5:10 PM
232	Very false experience. I observed 6times in UB sociology course. This provided enough experience to see what goes on. You then need to start participating.	3/2/2018 5:32 PM
233	Observations and discussions with the teachers observed	3/2/2018 4:55 PM
234	current structure	3/2/2018 2:46 PM
235	It should be in a variety of settings not limited to the field in which they will ultimately seek certification. It should be in a broad range of grades and subjects. Aspiring teachers need at least an initial canvassing of possibilities before narrowing their focus.	3/2/2018 2:28 PM
236	observation hours in many different grades/programs; co-teaching hours	3/2/2018 11:06 AM
237	They should be intentionally aligned to the student teaching experience and provide enough pre-work so that the student teacher is ready to stand in front of students early on in the student teaching experience.	3/2/2018 10:25 AM
238	Observation of teachers and hand on activities with children on one one and very small groups.	3/1/2018 7:54 PM

239	Observations and reflections in class	3/1/2018 6:26 PM
240	Clinical experiences should happen in the first semester and be ongoing.	3/1/2018 4:12 PM
241	Observation of multiple grades	3/1/2018 2:06 PM
242	Small group candidate discussion groups, observations of differentiated classrooms, professional development sessions	3/1/2018 1:58 PM
243	I do think the foundational and intermediate experiences are a good continuum too often the 100 hours just end up being observation. When I send assignments to be done in the field often there is push back from teachers (some very justifiable). these activities need to be co-constructed	3/1/2018 11:29 AM
244	I think there should be more time in the culminating clinical experience so I'm not sure there needs to be more time in the prior experiences. I don't believe that there needs to be a purely observational time. If there must, then teacher candidates should observe how teachers manage a classroom, engage students in discussion, press for evidence-based explanations, incorporate formative assessment, create a positive learning environment, teach in a culturally relevant way, and relate the content to their students' lives.	2/28/2018 7:55 PM
245	opportunities to be exposed to high-quality practice and to begin to practice on their own	2/28/2018 4:20 PM
246	Quantity is not as important as quality. Hosts of teacher candidates should be thoroughly vetted as should supervisors of teacher candidates. If the 100 hours truly allows for a constant cycle of feedback and a focus on adjustments based on that feedback, the quantity of hours would be sufficient. Quite frankly, host teachers need more guidance for this to be a successful venture and more consistent from teacher candidate to teacher candidate. Observations and visitations should have this cycle of feedback as well. What did you see as a teacher candidate? What would you want to see? What didn't you see that you thought should be present? How would you differ in your approach? Self-reflection is great, but guided reflection would be much more helpful. Self-reflection allows for more "going through the motion" of clinical experiences.	2/28/2018 4:15 PM
247	Based upon my 32 years of urban teaching and multiple student teaching and now my 14 years of student teacher candidate preparation and student teaching supervision, our current structure is satisfactory. What isn't is that public schools are increasingly looking to us to provide them with tutors (AVID/LPP etc) as a condition for placing our field experience students rather than allowing our students to experience a variety of veteran teachers teaching in the respective subject area.	2/28/2018 3:25 PM
248	They should have clearer expectations that are scaffolded for the level at which the student currently is	2/28/2018 3:15 PM
249	I believe the current structure to be sufficient, however I would support increasing the amount of time student teachers spend in schools. However, I also believe that student teachers should be required - if possible - to work in rural, suburban, and urban / high needs districts, serving populations at all levels. Currently, I am teaching at a small rural high school, but my student teaching was at a large urban district in Northern California, where my students had mostly immigrant parents. I rely on my experiences at that school every day. Therefore, I put a huge value on a diversity of experiences for student teachers.	2/28/2018 10:37 AM
250	If this is to be observational, they should see several teachers so they can draw from multiple models.	2/27/2018 5:47 PM
251	Ideally there should be identified "Teaching Schools and Districts" just as there are "Teaching Hospitals" for doctors. These districts/schools should have a common high standard of opportunities and practices in which prospective teachers participate and must complete successfully to be awarded certification in partnership with the standard courses that the prospective teachers would need to complete through their university programs.	2/27/2018 3:50 PM
252	Teacher shadowing along with class experiences. Some time should be allotted for class observation and involvement, but it should also include required time to reflect and ask questions of the cooperating teacher	2/27/2018 2:33 PM
253	Students should have observations and interactions with students, teachers and schools that address all of the pedagogical core requirements. The assignments given in courses should guide students in the process. Students should be assessed - including their disposition to become teachers - while they complete these assignments so that they earn the opportunity to student teach	2/27/2018 2:04 PM
254	Embedded in schools for at least one day per week with College faculty member also embedded.	2/27/2018 10:56 AM

255	Logistically, unless the student is actually working in an educational setting as an assistant or as an uncertified teacher, there is virtually no ability to gain these hours of experience for most people. In practical terms, it is asking the impossible, at least in the situations that I have seen. Many of my grad students in my courses have no connection to children except through their own children and informal playgroups.	2/27/2018 9:58 AM
256	Supervised and scaffolded experiences; placements in a variety of classrooms	2/26/2018 7:15 PM
257	observation and reflection	2/26/2018 6:10 PM
258	Structured tiers of requirement - first week complete x task and second week increase the responsibility and so forth. By no means should practicum students be teaching classes but they should develop some skill from their experience.	2/26/2018 5:20 PM
259	see SPA requirements.	2/26/2018 4:56 PM
260	Observation in classroom Participation in classroom (individual and small group) Whole group instruction in the classroom	2/26/2018 10:31 AM
261	One year experience	2/26/2018 10:09 AM
262	300 hours actual teaching Many schools only require observational time	2/25/2018 7:51 PM
263	Very little observation (less than 10%) and requirements for diverse settings. Culminating clinical should be more focused in a single setting.	2/25/2018 11:40 AM
264	Aspiring educators should visit lots of different kinds of schools, to get a feel for the range of opportunities and challenges, and see a variety of teaching styles.	2/24/2018 11:30 PM
265	I think the block 3 students should be in the classroom each week more than 2x a week. I think they should be in at least 3x a week.	2/24/2018 8:37 PM
266	PAID (with health benefits) two semester, year long student teaching experiences. For students in areas in most need of high quality teachers, student teachers are frequently working shifts after their student teaching in order to pay rent and eat. This makes reflecting on their experiences in the classrooms difficult and means fulfilling certification requirements like edTPA next to impossible. Funding is critical to the success of this structure.	2/24/2018 3:17 PM
267	Apprenticeship	2/24/2018 10:36 AM
268	Student teaching should be done as soon as they are accepted into a teaching program. Even if it's only one or two days a week	2/23/2018 8:04 PM
269	During this time the student teacher should have at least one "round" of lesson, unit planning and assessment so they have this experience before student teaching.	2/23/2018 8:03 PM
270	Potential education majors should have RTI experience with students to enable them to recognize (identify) ESL and SWD populations and to be able to learn ways to instruct them while encouraging and motivating them to learn.	2/23/2018 6:19 PM
271	Students need to have hands-on work in the classroom long before they are placed into a culminating clinical experience. Perhaps this should be something that is done prior to even being accepted into an education program. The reflection on what they learned and why could be great guidance to a program for what they need to actually teach candidates.	2/23/2018 5:04 PM
272	I think the University should be able to choose the model that they feel best prepares their students. We have a lot of students who also work during the day. They come to school at night. Doubling the fieldwork requirements from 100-200 hours would be extremely hard for these students. In addition, many of our students are transfer students. These students would have to complete the 200 hours in only two years. There would need to be integration on the community college level to allow the students to start their hours earlier in their career.	2/23/2018 4:58 PM
273	Observation and mini student teaching experiences	2/23/2018 4:28 PM
274	Clinical experiences should be clearly defined and observation only practicum be limited.	2/23/2018 2:07 PM
275	in classrooms	2/23/2018 1:04 PM
276	I do not like the model of having x number of hours associated with a particular course. I think it is more effective to have teacher candidates in the field all (or most) semesters for a significant number of hours and they complete assignments in each of the courses they take that semester while in the field.	2/23/2018 12:12 PM

277	Progressive release from initial experiences with small groups and brief activities to full time.	2/23/2018 8:02 AM
278	Observation in year 1, small group instruction in year 2/3 in focused areas like literacy and mathematics and then whole group instruction	2/22/2018 5:55 PM
279	Without addressing the increased role of the cooperating teachers, if and how they might be trained and how they are chosen and compensated, to add another 100 hours of more intensive student teacher training (having the student teachers teach mini lessons, etc.) in addition to observation, the implementation and the reality of these added 100 hours become unrealistic. There also becomes a cost factor and a time factor for the students. If we are trying to attract students from lower social, economic areas to entering teaching yet we are now making it more costly, that doesn't make sense.	2/22/2018 4:42 PM
280	The structure should be up to the individual school district who open their doors to our teacher candidate. It is difficult to arrange pre-student teaching clinical experience in and of itself as opposed to trying to actually structure this unless you are willing to compensate the teachers who agree to open their classes to our teacher candidates. My hope is that in the one hundred hours our teacher candidates will see a range of teaching styles, observe differentiation in practice, learn about motivation in a lesson, observe effective questioning, observe approaches to classroom management, and the like. If possible, and agreeable to the classroom teacher, the teacher candidate might be able to assist in some classroom tasks although this is contingent upon the classroom teacher's willingness to facilitate this.	2/22/2018 4:42 PM
281	Teacher candidates spending a whole day a week in a classroom.	2/22/2018 3:31 PM
282	The existing time limit fits within the actual school calendar. Increasing time requirements puts an extra burden on the college for scheduling, the participating school districts for accepting candidates, and the student just to fit the new time requirements into their college schedule, possibly conflicting with their ability to schedule other required course work... let alone part-time and full time jobs need to pay for the ever-increasing cost of higher education	2/22/2018 2:05 PM
283	in partnership schools that are closely monitored by EPP and NYC Dept of Education--teachers provided w/a stipend for their work w/teacher candidates.	2/22/2018 10:26 AM
284	There should be differences between undergraduates and graduate level candidates. The year or semester of the clinical experience should have these two experiences plus time with students with disabilities and ELL.	2/21/2018 4:59 PM
285	The current 100 hours are sufficient provided that the students have a structured set of expectations, written reflection, and assessment for their activities.	2/21/2018 3:36 PM
286	Spending full days in classrooms to understand school culture prior to being expected to teach.	2/21/2018 3:24 PM
287	Multiple exposures to various schools and levels within the certifications sought	2/21/2018 1:25 PM
288	active engagement rather than mostly observation	2/21/2018 9:21 AM
289	At SUNY Cortland, the 100 hours are divided up evenly among four pedagogical courses. Increasing the number to over 100 hours will put a significant strain on pre-service science teachers to complete them within four years. In general, pre-service science teachers are in the classroom more than any other teacher preparation program due to the major requirements in their content field (and added lab components). Being able to schedule field observation among their busy schedules is already challenging enough for some of our students.	2/20/2018 4:02 PM
290	160 hrs	2/20/2018 1:32 PM
291	Visual Arts certification is K-12 so our students should do fieldwork with that population--with a range of age groups and different kinds of learners.	2/20/2018 10:29 AM
292	100 hours of field observations, including 20 hours observing in inclusive settings to gain insight into instruction for students with special needs.	2/20/2018 12:57 AM
293	Clinical experiences should be attached to the pedagogical sequence of required courses in the degree program. Individual programs would determine how the required number of hours are distributed across required course work. As teacher candidates progress through the pedagogical sequence, they would be expected to demonstrate professional growth toward competencies expected during the culminating experience of student teaching.	2/19/2018 6:46 PM
294	I like the proposed progression from foundational to intermediate to student teaching. I do think there are some logistics to consider, especially in grad initial cert programs, about how to implement an additional 100 hours the first year without it feeling like a meaningless add on.	2/19/2018 5:58 PM

295	Clinical experiences should be embedded in courses.	2/19/2018 5:42 PM
296	each level should have set hours - again this should be standard so seamless transfer works better. Right now it is a nightmare. Several 'transfer' courses do NOT have embedded field work like ours do so we have to go back and check so many syllabi and try and get our students caught up with required field work and corresponding assignments. This leads to very uneven developments for our candidates.	2/19/2018 1:36 PM
297	As much in classroom experience as possible. Working hands on with children on a regular bases	2/19/2018 12:36 PM
298	More inclusive and continuous time in real classrooms. I am concerned with the teacher shortage that the time commitment does NOT extend the time period that the student needs to stay in college.	2/19/2018 9:26 AM
299	Scaffolded from the onset of first year with hours increasing and exposure to varied grade levels, types of learners, etc. I would support practicum experiences for each semester that focus on varied components to build the level of competency.	2/19/2018 8:49 AM
300	It is dependent on the context, but should be multiple and varied-- support teacher candidates understanding of the variety of schools, districts, experiences etc.	2/18/2018 5:36 PM
301	Teaching a lesson here and there to gain confidence and ability. Gradually increasing the amount of teaching time in whole and small groups	2/18/2018 12:30 PM
302	it is helpful to be exposed to several different clinical experiences early in their college career - there are lots of models, bottom line - clinical experiences should give students time to observe, teach or co-teach, reflect and engage in discussions regarding effective practices	2/17/2018 9:54 PM
303	multiple opportunities in a variety of settings in Exceptional Education, students should have the opportunity to work w/students on the full continuum	2/17/2018 9:26 AM
304	Preparation should start in the Freshman year with experiences in schools - observing classrooms, PLC sessions, teacher planning sessions, service learning with students in different settings.	2/16/2018 10:45 PM
305	Internship similar to what doctors do. On the job training. They would spend a year in a classroom. Put a lot of students in one building. Put a classroom in the building where student teachers can go to during the week for professors to come to them for mini lessons throughout the week.	2/16/2018 7:54 PM
306	The clinical experiences should prepare the candidate to walk into the classroom ready to teach. They should become familiar with the operation of the specific classroom; they should be familiar with student and faculty routines and procedures. They should be comfortable and confident in these tasks.	2/16/2018 6:39 PM
307	Observing multiple classrooms in multiple schools for multiple days both in their discipline and outside. They should know how to create a unit and the lessons that go with it. They should be familiar with standards and objectives, keeping a grade book, how to be organized, classroom management skills, how to use SchoolTool and other attendance formats, how to write a discipline referral, planning inter-disciplinary lessons. Have them participate in staff development days at schools to see how they work. Let them attend workshops at BOCES and conferences in their fields with classroom teachers for collaboration.	2/16/2018 5:03 PM
308	Candidates should have quality experiences throughout their course work. These experiences should be coordinated among courses and during ones progression through the program.	2/16/2018 4:27 PM
309	As much time in the schools as possible. Increase actual observation and teaching time. There should be corresponding methods classes that teach them either in the college classroom or in the actual school. As they learn they practice. And al, college faculty in a school or Dept. Of Education should be involved directly in the schools with their students.	2/16/2018 4:23 PM
310	Observations, meetings with teachers	2/16/2018 3:58 PM
311	Intentional and focused experiences aligned with course content and district/school strengths.	2/16/2018 3:56 PM
312	I just observations in a variety of disciplines would be worthwhile, even if a teacher candidate is going into a specific subject area.	2/16/2018 2:14 PM
313	Should require high needs' school placement	2/16/2018 12:06 PM
314	Observation to One to One to Small Group to Mini Lesson to Full Lesson to Full Day - however increasing QUANTITY of hours will severely hurt our working students!!!!!!!	2/16/2018 11:40 AM

315	Students should be able to be more active in the classroom and get to know students- this might mean more sessions with a certain group or adjustments to their university schedule that would be more flexible to allow students to stay for entire school day rather than just checking in and out. Students should also be given the opportunity to teach some lessons or mini lessons to get their feet wet prior to actual student teaching.	2/16/2018 11:35 AM
316	The number of hours of practicum don't necessarily have to be longer, but the student teaching experience should be longer blocks of time. Having student teachers work with their cooperating teacher before arriving for student teaching is beneficial.	2/16/2018 11:19 AM
317	This is the only profession that allows the university to profit from the internship/field experience. Districts and teachers take on the responsibility of the student teacher, the student teacher takes on the responsibility of the work associated with the internship/field experience, and the university collects tuition. Those charged with monitoring the experience, the classroom teacher, receive little to no compensation- the time and hours do not even count towards professional development for the sponsor teacher.	2/16/2018 9:16 AM
318	Integration of content, pedagogy and practice on all coursework prior to student teaching.	2/15/2018 8:52 PM
319	Candidates should be actively involved in the classroom. Observations are not sufficient.	2/15/2018 8:45 PM
320	General routines of a classroom, diversity in a classroom, inclusion, safety routines (lock downs), common core	2/15/2018 6:57 PM
321	I think that 100 hours is a good idea.	2/15/2018 6:55 PM
322	Either a once/week visit or a series of visits/half days	2/15/2018 6:13 PM
323	More observing and assisting than independent work. Working in small groups with supervision, handling paperwork (distributing, collecting, grading,etc.),	2/15/2018 5:08 PM
324	observation and connection to course readings small group work overseen by a faculty member active teaching and participation connected to university coursework Student teaching	2/15/2018 4:23 PM
325	Teachers should be required to have blocks of time in important areas within their requested area , such as primary and intermediate in EI Ed. They should be purposeful and planned so that students understand what is needed to make a successful classroom environment and lessons.	2/15/2018 4:19 PM
326	Increasing observation of current educators at the beginning of the educator's preparation	2/15/2018 3:44 PM
327	Combination of observation and participation.	2/15/2018 3:25 PM
328	It should start with an observation period, followed by or attached to a student profile examination, then teaching.	2/15/2018 3:06 PM
329	I think they should teach more than just a handful of partial lessons	2/15/2018 2:59 PM
330	More specific and focused. Not merely an overview but specifically focused on the skills a classroom teacher need to master to be successful. The opportunity to practice these skills prior to their student teaching assignment.	2/15/2018 2:54 PM
331	A developmental sequence from the first semester increasing in complexity and application throughout the program. It seems less about the number of hours than the richness of experiences.	2/15/2018 2:23 PM
332	100 is adequate, but the field experience should hold more significance	2/15/2018 1:42 PM
333	Professional Development School models should be used as often as possible with a building of immersion periods prior to student teaching that are beyond - once a week visits.	2/15/2018 1:22 PM
334	Clinical experiences should explicitly include hours around standards learning, curriculum exposure, instructional planning, and the assessment cycle	2/15/2018 12:38 PM
335	Leave the time as is, or pay students.	2/15/2018 12:30 PM
336	Students should have experiences that ties in to the coursework, that they can apply theory to practice.	2/15/2018 12:00 PM
337	more in class teaching peer assessment groups to discuss other peoples experiences and collaborate with colleagues	2/15/2018 11:43 AM
338	Scaffolded experiences	2/15/2018 11:23 AM

339	At least for CTE Candidate certification, 100 hours is quite sufficient - anything more than that will be a SUBSTANTIAL BURDEN on our students - most are adults with full-time jobs and families. The time needed for these experiences will be difficult if not impossible for these folks. Many already take vacation time to do field experience visits. We have a severe shortage of CTE teachers and adding field experience hours will make a significant negative impact on the issue! Also, as adult learners, CTE teacher candidates are more mature, have more life/classroom experience and are overall better prepared for a teaching position; as a result adding field experience time would not benefit them as much as it would create a burden.	2/15/2018 11:18 AM
340	Mostly observation and reflection. The current student teaching structure is adequate.	2/15/2018 10:58 AM
341	Graduated year by year from freshman to student teaching. Start with tutorial or early childhood experience and then 1 day per week in certification area for second and part of third year. Two days per week prior to student teaching.	2/15/2018 10:49 AM
342	not sure	2/15/2018 10:47 AM
343	We fully support longer, more extensive student teaching. But the increase in "field experience" doesn't hold much promise, and it, again, puts pressure on partnerships with districts to find ways to accommodate teacher prep programs. Why not fold some of the field experience elements into the student teaching period? Cannot some of these matters be left up to the discretion of the EPP?	2/15/2018 10:46 AM
344	-	2/15/2018 10:28 AM
345	Classroom observation with application of learning theory, methods of data collection, instructional use of technology	2/15/2018 10:27 AM
346	We use a field block model for pre-service teachers that begins freshman year with opportunities to observe and tutor in the schools, leads to a full year of field block experiences, then culminates in student teaching	2/15/2018 10:23 AM
347	Students should observe and have experience in every grade level and/or skill level (AP, co-teaching, etc.) in their certification area.	2/15/2018 10:02 AM
348	Observation/interaction with students A progression to teaching 2 independent lessons with time for feedback and then modifications	2/15/2018 9:42 AM
349	The clinical experience should be similar to the student teaching experience. In my opinion this should be the pre-requisite to student teaching. The candidate should have a good understand if they want or can continue in the field before the student teaching. Many candidates do not come to this realization until student teaching when they struggle to fulfill the requirements.	2/15/2018 9:11 AM
350	6-8 weeks similar to student teaching, view two different classes, byt the end of week#3 - be able to lead a mock lesson with the aide of the classroom teacher	2/15/2018 6:44 AM
351	Mediated experiences that allow students scaffolded opportunities to plan lessons, assess students, try out a variety of instructional approaches, and become embedded in the schools and teaching experience.	2/14/2018 10:14 PM
352	More guided practice and reflection should occur before the student teaching experience. Working lesson reflection with guidance before the student teaching experience will help. Very little teaching and practice happens before student teaching. If the student experiences a rough spot with a lesson and they were required to reflect and work hand and hand with the teacher to minimize mistakes would benefit them when they go out into their student teaching experience.	2/14/2018 9:02 PM
353	Observe in the first course and teach lessons in the rest of the courses	2/14/2018 8:48 PM
354	lesson planning	2/14/2018 6:27 PM
355	embedded residency-type program with one full day dedicated to coming together as a cohort to learn, practice, and debrief.	2/14/2018 6:10 PM
356	Course embedded assignments throughout the program	2/14/2018 5:43 PM
357	mentoring alongside a teacher - running small groups and then facilitating whole class lessons throughout the year multiple times in ways that do not affect the lead teacher's evaluation	2/14/2018 5:02 PM
358	Candidates should be required to complete at least one Early Field Experience every year leading up to Student Teaching.	2/14/2018 4:38 PM
359	30 hours of observations/ co- teaching and peer teaching	2/14/2018 4:26 PM

360	2-3 blocks of hours (i.e. If a student is required to complete 100 clock hours for a program, he/she would complete 2 x 50 hour placements in different settings).	2/14/2018 3:40 PM
361	Students should begin completing requirements as of a freshman; they should do a combinations of observation as well as actually teaching small and whole group lessons	2/14/2018 3:32 PM
362	Not sure I can answer this, but it should be flexible to accommodate a variety of program and individual candidate goals.	2/14/2018 3:31 PM
363	depends on the structure of the program	2/14/2018 3:31 PM
364	A teacher residency model along the lines of the Bank Street project.	2/14/2018 3:21 PM
365	Assigned to work with one teacher during a semester, but with two teachers over the 100 hours. Interact with students on a regular basis, doing micro-teaching whenever possible throughout the time of the field experience assignment.	2/14/2018 3:18 PM
366	There should be lots of formative assessments in all aspects of the clinical experiences.	2/14/2018 3:09 PM
367	Finding teachers to support additional hours is difficult.	2/14/2018 3:06 PM
368	Begin these structures during the freshman year in college to help students really see what it might be like and to help guide them appropriately. Perhaps teaching isn't really their "thing". Let them find out WELL before they student teach!	2/14/2018 2:38 PM

Q20 Given this structure, what should be the length of the clinical experiences prior to the culminating clinical experience (student teaching)?

Answered: 364 Skipped: 230

#	RESPONSES	DATE
1	I believe the current 100 hours of clinical experiences prior to student teaching is sufficient. If programs wish to require additional hours, that should be their prerogative. However, if a program is able to meet the needs of their candidates (to support them in meeting the intent of the clinical experience) in 100 hours, that should be sufficient. In other words, it is how the time is spent that matters more than the number of hours spent in clinical experiences. Asking candidates to complete more hours just to reach an arbitrary number seems burdensome, especially since candidates must meet a wide variety of requirements in addition to the clinical supervision hours to satisfy certification requirements.	3/26/2018 11:32 PM
2	We are currently revising our sequence of courses to extend the fieldwork (100 hours) across three semesters. For us, the key is that doing so will allow our students more time (chronologically) to develop across three semesters of clinical experiences rather than two semesters. Their actual time in the field is not changing, but each course will take them through a different set of readings and requirements that will prepare them for their clinical experiences. Effectively, we believe that it is not just a matter of time in the field, it is also a matter of what students do in the field and how they are integrating theory and practice. In sum, 100 hours across three semesters would be an appropriate length.	3/26/2018 6:31 PM
3	I think I answered this in the previous comment.	3/23/2018 7:44 PM
4	Again, I do not advocate for any additional clinical experiences in speech-language pathology. The graduate program is already two years in length including one summer and one winter break. For speech-language pathology there are sufficient clinical experiences prior to student teaching.	3/22/2018 10:43 PM
5	At least 100 hours	3/22/2018 9:57 PM
6	It depends on the program, the school, and relations with P-12 schools. We tend to focus on quality of the experience.	3/22/2018 8:23 PM
7	100 hours is adequate if it is intensely focused on successful instructional environments	3/22/2018 7:40 PM
8	semester-long, in same classroom	3/22/2018 7:00 PM
9	I think a more important question is what should be demonstrated/what are the qualities of the experiences. (A candidate can have incredibly educative clinical experiences that are 100 hours, and be sitting in the back of a classroom for 200 hours/non-educative)	3/22/2018 6:58 PM
10	At least one semester, preferably one year	3/22/2018 6:38 PM

11	<p>Again, at least some degree of variation seems called for. Undergrad programs might have students getting their feet wet in Tue/Thurs in classrooms, with college classes Mon/Fri to focus and upack. This, might not work for graduate programs with both part-time and full-time students and requirements to provide most/all college classwork outside of school/working hours. There is a generic, or over-arching, concern with many of the proposals in this document which seeks to improve practices, programs and outcomes (goals well-worthy of pursuit). That BIG concern is that we not turn away students who must earn a living during their period of preparation. The current "internship" cert has been a god-send for them.....allowing the oversight and input of their college program while they are immersed in their "culminating" (actually their "initiating") experience, AND while they support themselves and their families. It is crucial that we not LOSE the incredibly wonderful (and large) pool of candidates who cannot take off huge numbers of days from work or cannot quit their jobs. We MUST keep pathways open that do not make the way impassable for these candidates. SUGGESTION: have several clinical committee subgroups review every specific proposal-- employing the multiple lenses of candidates who must work fulltime at a non-teaching job AND candidates who secure teaching employment that they need to maintain to survive.... say, womeone with an internship certificate --...how is such a candidate going to do two age-levels (and should they, for their or their students' sake?). When a particular aspect of these proposals deny access to such candidates, maybe it needs to be reconsidered, with options offered options, or substantive financial support, or some other "affordance".</p>	3/22/2018 6:18 PM
12	<p>In the past, it was a progression of student teaching in three full semesters. This does not have to change, but there arguably should be one salaried year whereby a Student Teacher after graduation can serve as a "Teaching Apprentice", in the same way that professional athletes can perform their roles in the "minor leagues" before being brought up to the culminating title. This would become a viable job, whether assisting within one's own certification area or not, and be retroactive creditable as Teacher service in school districts. Now Teachers have to work more years before retirement, and this would offset that increase by one year, while creating jobs to create a much safer & more efficient classroom with two Educators instead of every Teacher having to "fly solo" without a metaphorical parachute !</p>	3/22/2018 3:43 PM
13	<p>100 observation hours are sufficient! In addition to the required hours, our candidates complete field experiences embedded in their methods courses. My informal communication with other institutions confirms that this practice is common within NY higher education and it supports candidate preparation for student teaching.</p>	3/22/2018 3:28 PM
14	<p>Speech Language Pathology (TSSLD) currently has a 150 hour clinical practicum requirement in 52.21 (different from the 100 hours + 40 day requirement for others). Would that change to 200 hours and 70 days of culminating clinical experience, or will there continue to be different language for TSSLD? "(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c) (2)(i) of this subdivision shall not be applicable."</p>	3/22/2018 3:10 PM
15	<p>100 hours is plenty, when I trained we had only one week observation in the classroom and all these requirements have not created better teachers since! The process is not the issue.</p>	3/22/2018 2:49 PM
16	<p>100-150 hours, with no additional hours for extra certifications; rather, a portion of the hours must be in each area</p>	3/22/2018 2:47 PM
17	<p>100 hours total</p>	3/22/2018 2:37 PM
18	<p>I support 100 hours in a planned sequential use of the hours perhaps even divided into 50 hours in general education and 50 hours in special education/inclusive education. Just make the experience less spread out in time. Continuity is jsut not there.</p>	3/22/2018 2:30 PM
19	<p>I believe 100 hours is plenty and should not be increased</p>	3/22/2018 1:55 PM
20	<p>Our present system includes the 100 hours pre off campus semester which then could count as the second hundred that is being mentioned.</p>	3/22/2018 12:51 PM
21	<p>The design and the objectives are not conditional on a specific length. Focus more on what objectives we want, and less on time. There is no evidence that more or less time creates more or less effective teachers.</p>	3/22/2018 12:18 PM
22	<p>100 hours</p>	3/22/2018 12:02 PM

23	100 hrs.	3/22/2018 12:01 PM
24	We have moved to requiring several winterim shadow study partnerships. Students job shadow a teacher during their winter break near their homes during freshmen year for 3 days and sophomore year for 5 days and complete a special education partnership for 2 days during their junior year. I can see increasing the number of days for each of those partnerships. A reasonable number of total hours seems to be 160.	3/22/2018 11:47 AM
25	2 additional semesters.	3/22/2018 11:42 AM
26	100 hours	3/22/2018 10:28 AM
27	as is	3/22/2018 10:11 AM
28	1 full time week in a school is a good length of time for each practicum.	3/22/2018 10:02 AM
29	this should be a gradual progression during years 2 & 3 culminating in student teaching year 4	3/22/2018 10:00 AM
30	100 hrs	3/22/2018 9:50 AM
31	3 semesters - 1 for observation; 1 for elementary experience; 1 for secondary experience	3/22/2018 9:06 AM
32	I wish it could be put at an individual level rather than in a box; some students are more experienced than others and should be taken into consideration.	3/22/2018 9:00 AM
33	100 hours	3/22/2018 8:53 AM
34	Current hours work well.	3/22/2018 8:28 AM
35	...maybe one full year.	3/22/2018 8:16 AM
36	One hundred hours, perhaps worded as at least one hundred hours, is probably sufficient, especially with the added scrutiny of candidate outcomes of new accreditation, certification, and teacher evaluation as a check of quality.	3/22/2018 7:17 AM
37	No more than 100 hours, which is already prompting some schools to limit the number of candidates they can host. NO research support the doubling of hours to 200; that is not sustainable. It would overburden already overextended 7-12 teachers AND candidates, and destroy secondary-level programs with important content requirements. There is only so much time in a day, and the proposal prioritizes quantity of hours without regard for repercussions.	3/21/2018 11:08 PM
38	A semester of weekly or twice weekly observations might be helpful.	3/21/2018 11:00 PM
39	at least weekly, minimum of 12 weeks	3/21/2018 10:59 PM
40	The length must be varied. In foundational classes these experiences may be a few 1-2 hour observations, while in intermediate classes these experiences may be 1-2 days per week over the course of an entire semester.	3/21/2018 9:13 PM
41	Keep the number of hours to 100 until such time as the state requires P-12 schools to provide placements for teacher candidates. As it is, it is difficult to find truly quality placements for candidates. It is not the number of hours that candidates spend in schools that will support their development into strong teachers, it is the quality of the experiences in schools and the mentoring they get by both host teachers and IHE faculty that make the difference.	3/21/2018 8:55 PM
42	not sure	3/21/2018 8:54 PM
43	100-120 hours of field experiences requiring observations and actual teaching of lessons in a classroom setting, followed by an intermediate level of student teaching of a minimum of 35 days in an actual classroom.	3/21/2018 8:37 PM
44	No changes to current TSSLD regulations are recommended in terms of clinical experiences/clock hours. Our candidates are well-prepared for professional practice with the current regulations.	3/21/2018 8:07 PM
45	100/200/300 all are fine. It is the content and how it is monitored. Every ed course and all faculty should tie into making great teachers. Given specialities each faculty contributes to the whole.	3/21/2018 4:33 PM
46	Current length is less of an issue, but the quality and diversity of the experiences are most important.	3/21/2018 3:46 PM
47	100 hours	3/21/2018 3:13 PM
48	100 hours is enough	3/21/2018 2:33 PM
49	100-150 hours	3/21/2018 2:19 PM

50	I feel that the current 100 hours is a good amount of time. Students currently struggle to get these required hours, so while adding to these hours would be fantastic in a perfect world, it will be quite difficult for teacher candidates at rural universities to get more than 100 hours, especially in a "speciality area" such as music, art, or physical education. Because of the limited number of special education teachers in our area, we also struggle with the current 15 hour requirement in this area, and because ESL programs are non-existent in our area, our teacher candidates would have difficulty observing 20 hours with this population.	3/21/2018 12:48 PM
51	Again, I think the 100 hours is adequate. I do not know how we would fit more hours into our undergraduate program.	3/21/2018 12:24 PM
52	At least a semester, plus any additional time needed for all methods courses and/or other courses with embedded field experiences.	3/21/2018 12:13 PM
53	Depending on the length of a particular program and the number of certifications each program will lead to, this number would be variable. 75 hours per semester for single-cert programs is reasonable.	3/21/2018 11:39 AM
54	100-120 hours	3/21/2018 11:31 AM
55	5-6 months in duration	3/21/2018 10:35 AM
56	At minimum 75 hours	3/21/2018 9:45 AM
57	The same as it currently is.	3/21/2018 7:57 AM
58	125	3/21/2018 7:40 AM
59	Students gain valuable experience being out in the schools.	3/21/2018 7:12 AM
60	150 hours	3/20/2018 10:13 PM
61	At least two mornings a week throughout the first year, happening while classes are occurring.	3/20/2018 10:13 PM
62	If the teacher is outstanding and contributes to a positive school culture, 1 month (or the time needed to cover 2 units of content) of clinical could be sufficient. This would be full days to see the complete picture.	3/20/2018 9:09 PM
63	100 hours, 4-week student teaching, then the final 8-week student teaching.	3/20/2018 8:00 PM
64	2 semesters of student teaching	3/20/2018 7:39 PM
65	I believe the 100 hour requirement is ample. If it does need to be increased I hope that NYSED will provide solid evidence/research-based rationale that increased observation hours lead to higher levels of early-career teaching quality and job satisfaction. As it stands, I fear that the increase will represent a substantial burden for students with limited benefits.	3/20/2018 7:20 PM
66	100 hours	3/20/2018 6:21 PM
67	100 clock hours (+50 for each additional certificate) that include exposure to SWDs, ELLs, multicultural/multi-ethnic populations. An intermediate practicum experience that is equivalent to 30 school days across an academic year, and a culminating (student teaching) experience of 12 weeks (consecutive).	3/20/2018 6:03 PM
68	100 hours spread over a couple of months. So, not daily. Allow candidates to see and learn from the first couple of months of the school year.	3/20/2018 5:32 PM
69	Longitudinal experiences are most likely to be high impact experiences. Experiences as part of course-work or other guided observation should predominate.	3/20/2018 4:39 PM
70	100 hours	3/20/2018 3:40 PM
71	It should be at least one semester and students need to report to the placement every day from Monday to Friday.	3/20/2018 3:33 PM
72	A range between 180-200 hours. More than that would deter candidates who need to work while in school to enroll in the Teacher Education Program.	3/20/2018 2:24 PM
73	10 weeks at 2 different schools would be sufficient to see how an entire unit is developed and also how marking period grades are handled.	3/20/2018 2:19 PM

74	100 hours. Any more would mean an increase in credit hours which would increase the teacher prep program hour requirements which would make it very difficult for undergraduate programs with certification to complete discipline majors as well as certification and still not exceed the cap on program hours as determined by SED.	3/20/2018 1:57 PM
75	A modest increase to 120 hours seems appropriate. 60 hours foundational, 60 hours intermediate. This gains some valuable time without creating a situation where methods courses must adjust the number of credits assigned by Carnegie units.	3/20/2018 1:56 PM
76	The length is fine, it's how and where you spend it...	3/20/2018 1:17 PM
77	Depends on where the course falls. introductory should be 1-2 hours a week. Culminating 4 hours a day twice a week	3/20/2018 10:47 AM
78	The work group and NYSED should consult research on: (1) correlations of clinical experience length with various teaching metrics (e.g., from performance-based assessments of teaching practice to teachers' perseverance in the field); and (2) the implications of the qualities of clinical experience, rather than length. It seems like research on (2) is more plentiful than research on (1); and that the selection of 100 or 150 or 200 hours represents an arbitrary number, rather than one based on evidence. By "qualities" of the clinical experience, I mean: (1) strong communication with and support and leadership from school-based mentors (e.g., Moulding et al., 2014); (2) stable school environments and rich interactions with student support networks (e.g., Kraft & Papay, 2014); (3) experience with curriculum goals as collaborative gatekeepers/mediators; (4) working with educators who focus intensively on the kinds of practices by which candidates are assessed (e.g., via the edTPA and CPAST), so candidates don't have to mediate different sets of evaluation demands. Quality/criteria matters more than quantity/length.	3/20/2018 10:41 AM
79	100-150 hours	3/20/2018 9:25 AM
80	100 hours	3/19/2018 10:51 PM
81	20 hours observation. 1 semester of "participant observation" 1 semester of student teaching	3/19/2018 6:03 PM
82	I'm in support of a full-year student teaching experience, with students doing part-time fieldwork and part-time courses in the first semester and then transitioning to full-time student teaching in the second semester. I believe that structure, compared to the one we have now, where students complete hours at random school placements, would better provide the scaffolding and support our adolescence education students need. No conversation about increasing hours, however, should be had without bringing in the K-12 partners who will be shouldering a large amount of this labor. How will these cooperating teachers and schools be compensated? How will faculty in higher education who participate in these partnerships, which are far more labor-intensive than teaching solely on campus, be compensated? We cannot build a new teacher preparation system on goodwill. There needs to be an investment from the state that incentivizes this approach. Otherwise, it will not be sustainable.	3/19/2018 5:47 PM
83	100-150 hours	3/19/2018 4:12 PM
84	150-160 hours	3/19/2018 3:12 PM
85	At least 150 hours.	3/19/2018 3:12 PM
86	A range between 180-200 hours. More than that would deter candidates who need to work while in school to enroll in the Teacher Education Program.	3/19/2018 1:28 PM
87	At least two semesters -- 50 hours each semester.	3/19/2018 11:41 AM
88	250 hours	3/19/2018 10:02 AM
89	2 weeks (80 hours) full immersion of watching.	3/19/2018 9:24 AM
90	It should begin in their first year of college even if a very small amount of time. Music education students should be in a real classroom observing or teaching small parts of a lesson every week during their preparation for student teaching.	3/19/2018 8:54 AM
91	Semester	3/19/2018 7:49 AM
92	2 semesters in different schools	3/19/2018 7:36 AM
93	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM

94	One semester of reasonable hours is more than enough. Students should not be paying colleges/universities for donating time to observe classrooms. Classroom observation is important but it is not right for higher education to profit off of the time given by these students to do so.	3/18/2018 9:16 PM
95	As it is now, the length of the clinical experience should depend on the course and its focus.	3/18/2018 9:02 PM
96	3-6 months	3/18/2018 8:41 PM
97	1/2 a semester freshman year doing classroom observations. 1 semester, sophomore and junior year, of classroom observations and teaching a few lessons	3/18/2018 7:26 PM
98	210 hrs (3 hours per day for a 14 week semester) Recommended 2 hours of in class observations and 1 hour of before school, lunch or afterschool work with students individually or in small groups.	3/18/2018 7:11 PM
99	not sure	3/18/2018 6:25 PM
100	Our Field Internships are for 13 out of 15 weeks.	3/18/2018 5:37 PM
101	I think student teachers would benefit from seeing at least half a year of how a school functions. Ideally, it would be a few times a week for a few hours shadowing at first, then increasing in length daily until the daily student teaching begins. I think possibly the second semester of the school year would be best to cover the broad range of things a clinical experience prior to student teaching that a teacher candidate could see. Then, the following fall, start the culminating clinical experience starting with planning, etc. before school starts and day 1 of school.	3/17/2018 10:00 PM
102	I'm not sure...maybe flexible depending on focus.	3/17/2018 9:53 PM
103	Give options based on the program.	3/17/2018 5:34 PM
104	i think this should be based on hours not number of experiences.	3/17/2018 11:16 AM
105	Unsure	3/17/2018 7:30 AM
106	Semester	3/16/2018 6:52 PM
107	Due to the concerns mentioned above, I am not in favor of increasing the number of "on-site" hours required. Perhaps an increase in hours that could be satisfied by virtual experiences would be more manageable.	3/16/2018 3:07 PM
108	A range between 180-200 hours. More than that would deter candidates who need to work while in school to enroll in the Teacher Education Program.	3/16/2018 2:59 PM
109	students should have several experiences in a variety of school settings prior to student teaching	3/16/2018 2:35 PM
110	No number is perfect/magic. It's the quality of the experience that matters.	3/16/2018 1:44 PM
111	few hours per week all year	3/16/2018 1:14 PM
112	10-20 hours per semester	3/16/2018 12:58 PM
113	One semester at different levels should be appropriate. Elementary, middle school, high school, etc.	3/16/2018 12:41 PM
114	I don't know, but quality over quantity, hours are pointless if not well-spent	3/16/2018 11:52 AM
115	.5 hours - 2 hours, with feedback at smaller intervals than the culminating experience.	3/16/2018 10:46 AM
116	I am not sure that the length is as critical as the quality and the structure and integration with coursework.	3/16/2018 10:40 AM
117	semester placement- each week in school	3/16/2018 9:44 AM
118	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS	3/15/2018 9:11 PM
119	At least two mornings a week throughout the first year, happening while classes are occurring	3/15/2018 6:35 PM
120	A range between 180-200 hours. More than that would deter candidates who need to work while in school to enroll in the Teacher Education Program	3/15/2018 3:29 PM
121	I do not know.	3/15/2018 1:57 PM
122	A range between 180-200 hours. More than that would prohibit candidates who need to earn an income to enroll in the Teacher Education Program.	3/15/2018 1:18 PM

123	It honestly depends. Some students need more time than others for observing and practicum experience.	3/15/2018 12:49 PM
124	I think 100 hours over the course of a few years is adequate.	3/15/2018 12:12 PM
125	I have not strong belief on a particular length of time. I do know, however, that adding additional time will put a burden on school districts that are already struggling to meet the current need.	3/15/2018 6:10 AM
126	Maybe an additional 5 hours; I am concerned if too much time is added, candidates may not continue in the program due to time requirement or access (FERPA)	3/14/2018 11:41 PM
127	I am not sure if this question is asking for hours or semester length. I do think the hours should be increased. At our institution we assign hours to coursework so I would say to increase by at least 50 hours.	3/14/2018 3:44 PM
128	I believe it should be more than 100 hours, but not as much as 200 hours. Truthfully the quality of the field experiences is probably more important than increasing the hours by a lot. Also, any increase in hours should be implemented slowly over several years.	3/14/2018 3:16 PM
129	100 hours seems sufficient	3/14/2018 2:58 PM
130	100 hours	3/14/2018 1:08 PM
131	At a minimum, candidates should be provided opportunities in their 2nd year to begin teaching rather than waiting until the junior and/or senior years	3/14/2018 12:23 PM
132	100 hours	3/14/2018 11:49 AM
133	At least two semesters	3/14/2018 11:47 AM
134	Absolutely no more than the current 100 hour requirement. Question: Is there any research that suggests increasing observation hours from 100 hours to 200 hours will have a substantial impact on teacher training? Please share if a single study exists because I cannot locate one -- and even then, without a large body of research supporting doubling observation requirements from 100 hours to 200 hours, I would not recommend change as it is blind, ignorant, and optimistic at best.	3/14/2018 10:37 AM
135	20 hours	3/14/2018 9:39 AM
136	See above	3/13/2018 3:52 PM
137	No Change	3/13/2018 3:43 PM
138	A semester of two or three full school days a week in the cooperating classroom setting	3/13/2018 3:39 PM
139	More time for student teachers to actually teach.	3/13/2018 3:08 PM
140	at least a year	3/13/2018 3:07 PM
141	40 school days	3/13/2018 3:04 PM
142	I do not know	3/13/2018 3:03 PM
143	There should be more hours but spread out throughout the degree program. Maybe once students start their core program like teaching english class then they can go into a class to teach a small group.	3/13/2018 3:02 PM
144	There should be more hours for both observation and field hours.	3/13/2018 3:02 PM
145	There should be more hours included for actual teaching and working with groups prior to student teaching.	3/13/2018 3:01 PM
146	year	3/13/2018 3:00 PM
147	They need more field experience.	3/13/2018 3:00 PM
148	one semester	3/13/2018 3:00 PM
149	70 days	3/13/2018 2:57 PM
150	100 hours	3/13/2018 2:53 PM
151	semester	3/13/2018 7:47 AM
152	100 hours completed within a single semester.	3/12/2018 3:49 PM
153	An amount of hours each year of school including freshman year. Look at Fredonia-Hamburg Elementary school model!	3/12/2018 2:19 PM

154	N/a	3/12/2018 1:59 PM
155	More time spent in classroom. For example, we currently have our students complete one full day per week in the classroom the semester prior to student teaching. This one full day should be done for two consecutive semesters prior to student teaching. This will allow time for students to have experience/observe with Special Ed, ELL, Speech, etc.	3/12/2018 12:23 PM
156	3 semesters	3/12/2018 11:58 AM
157	200 may be fine - I just don't like the idea of taking days off of student teaching to compensate for more pre-ST hours.	3/12/2018 10:47 AM
158	150 hours	3/12/2018 8:55 AM
159	150 hours to be split between a math and science methods courses paring and language arts and social studies parings.	3/11/2018 10:08 PM
160	at least 1 semester	3/11/2018 7:54 PM
161	two semesters (As soon as teacher coursework begins)	3/11/2018 6:17 PM
162	The current 100 hours meets the needs of students prior to student teaching without unduly taxing the higher education for P-12 schools that have partnered with us for the experiences.	3/11/2018 3:00 PM
163	I think it depends on the pre-service teacher and opportunities available to them. A pre-service teacher with a background in day care, camp counselor, other areas of child instruction- may benefit from a different structure than pre-service teachers with limited experience with young people. Ideally a teacher prep program should have the freedom to tailor itself to the needs of its teacher candidates- I would say minimum of 50 hours- longer if a candidate needs it, perhaps allow outside experiences (jobs at a camp for example) to count towards those hours.	3/11/2018 1:03 PM
164	This should be left up to the design of each institution's program	3/10/2018 10:00 PM
165	I think the 100 hours is a bit long honestly. I think 75 might be better. The most recent observer I had was jumping between three different teachers which could be viewed as a positive to see so many different styles. The one prior to that did all of her hours with me. She had a much more in depth experience as she really began to know my students.	3/10/2018 12:49 PM
166	I don't know	3/9/2018 9:51 PM
167	100 hours	3/9/2018 9:48 PM
168	6 weeks	3/9/2018 6:01 PM
169	100 is enough	3/9/2018 5:37 PM
170	I very much believe student teachers should spend 2/3 of the time in the planning & co-teaching phase. Possibly 20 weeks in planning & observing, 10 weeks co-teaching and 10 weeks teaching.	3/9/2018 5:25 PM
171	???	3/9/2018 4:28 PM
172	One semester at minimum.	3/9/2018 3:49 PM
173	Twice a week for approximately 2 hours	3/9/2018 3:34 PM
174	16 weeks	3/9/2018 1:57 PM
175	I believe that 100 hours is sufficient. However, in an attempt to provide our college students with more experiences working with special needs students and those from diverse backgrounds, I would find it reasonable to increase the required hours to 125. I believe this is similar to the requirement in Pennsylvania.	3/9/2018 11:28 AM
176	A minimum number of group interactions throughout the entire school year prior to entering the student teaching experience. Assistance from the local college to give the pre service teachers fair opportunity to partake in such endeavors is paramount.	3/8/2018 9:03 PM
177	The current required length is sufficient.	3/8/2018 5:58 PM
178	Perhaps a semester of half-day experience, or a full year of experiences for 1/12 hrs/day	3/8/2018 3:19 PM
179	no more than 100 hours	3/8/2018 3:17 PM
180	It should start at least three semesters before student teaching, and it should increase in intensity each semester until student teaching.	3/8/2018 2:50 PM

181	Currently, the state requires 100 hours of observation prior to Student Teaching. This would double that. After the 100 required observation hours, we supervise students in field experiences for 42 hours (at a tremendous cost already), which would mean that students would have to obtain an extra 58 hours of observation. Considering that it is already extremely difficult for students to complete the 100 hours currently required, adding an additional 58 hours of pre-student teaching clinical experience seems excessive and an undue hardship. I would question whether the committee can point to any research that indicates that 200 hours of observation is any more effective in preparing teachers than 100 hours, and if so, whether the magnitude of effectiveness is significant enough to warrant the increased hardship. As well, please consider this: Currently, we are asked to send 260 students into schools to observe for 100 hours each. If we are now to require 200 hours, this will mean that we will be sending 260 students into the schools for a total of 52,000 hours before asking those same schools to host student teachers. Considering that Ithaca has 12 schools, that means that each school would be asked to accommodate over 4300 hours of observation. It would be unreasonable to request this of the educators in these schools who already have enough on their plates, and it would impose tremendous undue distractions on the students in these schools.	3/8/2018 1:51 PM
182	100 hours	3/8/2018 1:34 PM
183	What is mentioned above works well for us. The difficulty is finding MORE time in student's schedules to do more. There is no room to add additional and additional course.	3/8/2018 11:47 AM
184	100 hours is more than enough; there is no evidence suggesting that more hours will result in better teachers. Emphasis should be placed on the quality of the experience, rather than on hours.	3/8/2018 10:00 AM
185	100 hours has been suitable for preparing students for student teaching. I see no justifiable need to change this and I see lots of reasons why this will be problematic for students.	3/7/2018 10:16 PM
186	Unsure	3/7/2018 9:47 PM
187	At least one semester	3/7/2018 6:05 PM
188	100 hours is fine. Maybe a range (100-120 hours??)	3/7/2018 4:34 PM
189	Given the experiences that students currently have and the difficulty they experience finding schools, the hours should not increase.	3/7/2018 4:31 PM
190	See answer above.	3/7/2018 4:12 PM
191	150-200 hours,	3/7/2018 12:06 PM
192	6 month - year	3/7/2018 11:36 AM
193	150 hours	3/7/2018 11:08 AM
194	50 hours	3/7/2018 11:08 AM
195	Between 25-50 hours	3/7/2018 11:03 AM
196	100 hours is fine	3/7/2018 9:25 AM
197	Again, our students are in the classrooms every semester prior to student teaching.	3/7/2018 8:01 AM
198	I think 75 is appropriate.	3/7/2018 12:31 AM
199	If thoughtfully structured, the length of clinical observations do not require expansion to 200 hours of intermediate experience. Institutions should be able to develop their own internal guidelines that best fit the philosophies and contexts of their particular program. This requirement will unnecessarily provide more placement challenges for pre-service students, faculty, and P-12 partners.	3/6/2018 3:33 PM
200	The more, the better	3/6/2018 2:19 PM
201	100 hours minimum	3/6/2018 1:53 PM
202	There should be multiple opportunities-- 3-4 week tutoring ELL or migrant population (20 hours); extended opportunities working with students with disabilities (20 or more hours in either practicum or extra curricular activities); 30-60 hours throughout program per semester.	3/6/2018 1:34 PM
203	10-20 hours, tops. Most clinical experience should be teaching	3/6/2018 1:25 PM
204	At least a year and half of classwork	3/6/2018 12:54 PM

205	100 hours	3/6/2018 12:22 PM
206	Unsure of duration	3/6/2018 11:58 AM
207	2 semesters on and off. Clinical experiences linked with time in class at university and or meeting with a mentor.	3/6/2018 11:50 AM
208	Not sure.	3/6/2018 10:45 AM
209	Same as it is now.	3/6/2018 10:35 AM
210	50 hours a semester for undergraduate.	3/6/2018 9:35 AM
211	This depends on the graduate school major and any desired additional certifications.	3/5/2018 10:47 PM
212	Let Hunter College stay with the hours we have now. We have 2 full terms. That is just right.	3/5/2018 9:58 PM
213	I'm not sure how to answer this question. I would expect at least 3 to 4 semesters of methods courses in teaching literacy, math/science/social studies, and classroom management and technology...where they are many opportunities to go into schools and practice.	3/5/2018 7:22 PM
214	10 weeks	3/5/2018 3:09 PM
215	xyz	3/5/2018 2:25 PM
216	The quality of these experience is more critical than the quantity, so it is hard for me to assign a specific number.	3/5/2018 12:45 PM
217	150 hours	3/5/2018 12:30 PM
218	It should remain 100 hours.	3/5/2018 11:55 AM
219	...	3/5/2018 11:41 AM
220	The challenge is that many students will not have transportation to participate in an extended field experience - so we need to be careful with what we require unless we are willing to allow some virtual communication.	3/5/2018 10:35 AM
221	Current 100 hours	3/5/2018 9:47 AM
222	Clinical experiences in all courses.	3/4/2018 3:21 PM
223	100 hours	3/4/2018 12:11 PM
224	If the candidate is hired in the school/district, the professional development should be on-going.	3/4/2018 10:28 AM
225	Minimum of 100 hours of early field experience hours per certification	3/3/2018 6:41 PM
226	100 hours are more that enough hours prior to student teaching given that those hours are planned well and have a clear focus and purpose. And they are supervised by an effective mentoror college supervisor	3/3/2018 5:10 PM
227	6 8hr days of shadowing seeing all parts of a school... Custodial, support teams, special Ed.	3/2/2018 5:32 PM
228	Remain at 100 hours.	3/2/2018 5:32 PM
229	150 hours	3/2/2018 4:55 PM
230	?	3/2/2018 2:46 PM
231	Keep it the same.	3/2/2018 2:28 PM
232	more than 200 hours	3/2/2018 10:25 AM
233	100 hours	3/1/2018 7:54 PM
234	A month of field observations and class reflections.	3/1/2018 6:26 PM
235	20 hours every semester	3/1/2018 4:12 PM
236	100 hours maximum	3/1/2018 2:06 PM
237	Not sure	3/1/2018 1:58 PM
238	I sense the current is adequate. In reality I would rather see additional hours of mentored supervision placed at the other end of the culminating experience	3/1/2018 11:29 AM
239	N/A	2/28/2018 7:55 PM

240	150 hours	2/28/2018 4:20 PM
241	I would think 100 hours would be sufficient, if the structure was solidified, guided, and monitored.	2/28/2018 4:15 PM
242	100 hours in both junior/middle settings and in high school settings has enabled many of our students to appreciate a level they had discarded when first declaring an adolescence ed major. Imposing another 100 hours on both pre-service candidates AND host teachers and schools will cause many to change their minds and their willingness to participate at either end. Getting public schools to host pre-service students and/or student teachers is much more difficult than it used to be. Security steps take time/money/record keeping. Transportation by the teacher candidate would post 2x as much in cost on top of the heavy certification exam costs already demanded of them. I have seen many instances in which multiple teacher candidates are scheduled into a teacher's classroom with no meaningful activity/interaction. A logistical nightmare on top of all else a school administration and faculty is expected to manage.	2/28/2018 3:25 PM
243	200	2/28/2018 3:15 PM
244	Not sure, but from what I have read, current structure seems to be sufficient.	2/28/2018 10:37 AM
245	Six or eight weeks of a couple days a week should be enough.	2/27/2018 5:47 PM
246	Ideally a minimum of 100 hours.	2/27/2018 3:50 PM
247	2-3 times per week for 5-10 weeks	2/27/2018 2:33 PM
248	It should be the equivalent of the student teaching experience.	2/27/2018 2:04 PM
249	At least 15 full days	2/27/2018 10:56 AM
250	I feel that requiring this might be too high a hurdle for many of my grad students-they hold jobs in other sectors and would have to quit and volunteer in schools, and most people would not be able to do that.	2/27/2018 9:58 AM
251	at least 2 experiences, at least 50 hours per experience, but adding up to at least 200 hours (I can see more experiences with fewer hour or just two longer experiences - either could be a valuable format)	2/26/2018 7:15 PM
252	100 hours.	2/26/2018 5:20 PM
253	75 -85 hours	2/26/2018 4:56 PM
254	The current time frame is sufficient.	2/26/2018 10:31 AM
255	One semester	2/26/2018 10:09 AM
256	Observation, Team Teaching, Mock classroom situations Mock interviews, Parent Meetings	2/25/2018 7:51 PM
257	30 hours	2/25/2018 7:13 PM
258	At least 200 hours.	2/25/2018 11:40 AM
259	no opinion	2/24/2018 11:30 PM
260	see above	2/24/2018 8:37 PM
261	Each course should have four hours a week of field work requirements.	2/24/2018 3:17 PM
262	Individualized	2/24/2018 10:36 AM
263	2 Year's, paid	2/23/2018 8:04 PM
264	I am unsure.	2/23/2018 8:03 PM
265	The clinical experience should certainly involve a few months in observing and working with ESL and another few months working with SWDs and a few months working with G&T.	2/23/2018 6:19 PM
266	If it were so simple to throw out a number this wouldn't be a conversation. They should do multiple visits over an extended period of time in the same and within different yet related classrooms.	2/23/2018 5:04 PM
267	I'm not sure if an increase over the current 100 is necessary. I'm not saying it wouldn't help. I love the idea of students being able to be in classrooms more and learning from master teachers. I think it is really beneficial, but it also has to be doable. Could there be flex hours that allow students to log work experience towards the hours? Could hours at other levels also count (i.e. B-2)?	2/23/2018 4:58 PM
268	Minimum of 100 hours	2/23/2018 4:28 PM

269	150-175 hours	2/23/2018 2:07 PM
270	175 hours	2/23/2018 1:04 PM
271	200 hours seems reasonable to me	2/23/2018 12:12 PM
272	100 hours is sufficient. Longer could be an option but would be burdensome to esp grad students who must work while attending school--making teaching an even harder recruit.	2/23/2018 8:02 AM
273	20 hours for each education course (2 hours per week average per course)	2/22/2018 5:55 PM
274	Again, unless the whole of how we develop, train and compensate cooperating teachers are addressed, the added hours become, unfortunately, problematic.	2/22/2018 4:42 PM
275	It should remain as currently required, namely 100 hours.	2/22/2018 4:42 PM
276	2 or 3 semesters before student teaching.	2/22/2018 3:31 PM
277	What it already is. More of the same does not equate to a better experience. A plan needs to be in place prior to changing the regulations, not after the fact like many of the changes that have occurred in the past ten years. What ever happened to shared decision making, where all of the parties involved were at the table discussing changes and coming up with a mutual agreement... instead of regulations being dreamed up by some person in some office that is totally removed from the teaching process?	2/22/2018 2:05 PM
278	100 hrs	2/22/2018 10:26 AM
279	One year 4 days a week or half a year full time.	2/21/2018 4:59 PM
280	100 hours is sufficient. Expanding it to 200 hours will create a hardship for programs such as ours that places students across the state for pre-student teaching experiences. Because of this format, students are required to complete the hours after the semester ends while schools are still in session. Doubling the time will make it difficult or impossible to schedule these experiences in the available time. Local placements during the semester is prohibitive due to the specialized content area and the lack of available teachers within a reasonable commute to support our candidates.	2/21/2018 3:36 PM
281	one semester observation/participation (12 weeks 4-5 days per week), one semester student teaching (12 weeks 4-5 days per week)	2/21/2018 3:24 PM
282	100 hours can be sufficient if it is well planned and executed	2/21/2018 9:21 AM
283	100 hours of field experience prior to student teaching.	2/20/2018 4:02 PM
284	200 hrs	2/20/2018 1:32 PM
285	150 hours is sufficient	2/20/2018 10:29 AM
286	100 Hours	2/20/2018 12:57 AM
287	One hundred hours has been demonstrated to be sufficient. Quality not quantity is key. P-12 teachers bear the brunt of hosting teacher candidates. It is WORK for a classroom teacher to mentor teacher candidates during fieldwork. This is on top of the work they do for their students, and they are not compensated for the extra work. One might argue that teacher candidates can assist the host teacher and an extra set of eyes, ears, and hands in the classroom. Doubling the number of hours of clinical experience prior to student teaching will: (1) Reduce the number of individuals who are able to complete a degree leading to certification in 4 years. (2) Reduce the number of individuals pursuing teacher certification. (3) Reduce the likelihood that teachers will host teacher candidates for clinical experience. I'll use the analogy of baby sitting versus actually having a baby.....no amount of babysitting actually prepares one for the responsibility of parenting.	2/19/2018 6:46 PM
288	I think the proposed 200 hours is doable.	2/19/2018 5:58 PM
289	100 hours	2/19/2018 5:42 PM
290	Length? In hours ? Days? This is a partially ambiguous question. 100 hours works. Remember our students have to take other courses like oh say - MATH, or Lit.. they need time to get those in their schedule and complete corresponding work for those classes. Adding 200 hours will place a huge burden on students who already have jam packed schedules. Are we trying to burn them out BEFORE they even get into teaching? It would be nice to have some more hours - but realistically - it would require DRASTIC changes to college calendars, courses and faculty staffing. Who is paying for this and getting the other departments to align?	2/19/2018 1:36 PM

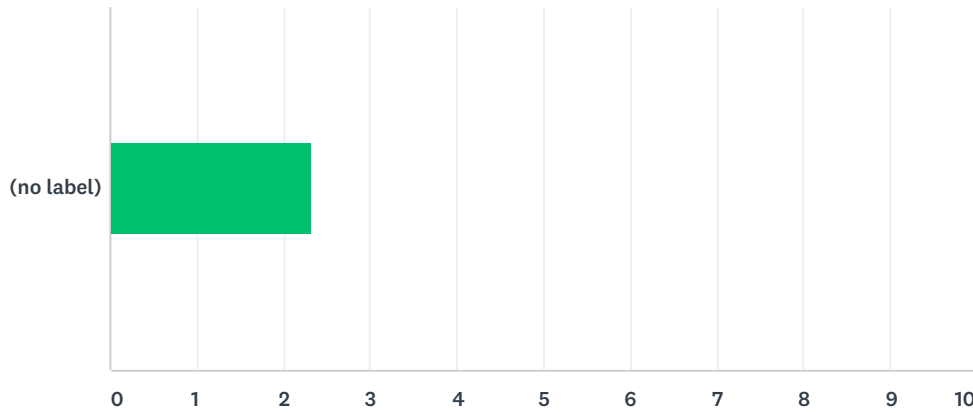
291	I feel students who just start their college experience of being in the education field should immediately start experiencing classroom exposure and teaching	2/19/2018 12:36 PM
292	Unknown	2/19/2018 9:26 AM
293	Every semester should include practicum of at least 6 weeks with classroom time to reflect and build from the experiences.	2/19/2018 8:49 AM
294	Again, dependent on context	2/18/2018 5:36 PM
295	5-7 weeks	2/18/2018 12:30 PM
296	again, tough question, obviously the more the better. Perhaps live virtual simulations such as techlive or just virtual simulations or case studies could supplement clinical experience to provide mentoring/support prior to entering a classroom	2/17/2018 9:54 PM
297	clinical experiences for 4 years, Exed. (EBD, LD,EMR, ICT)	2/17/2018 9:26 AM
298	Each year - freshman, sophomore, junior, and senior - should have increasing lengths of time and experiences. Exposure, dialogue, and practice are vital elements.	2/16/2018 10:45 PM
299	The more practical experience the better	2/16/2018 7:54 PM
300	I am still considering this number, and would like to see a feasible plan that enables students to either support themselves or earn stipends if the number of hours becomes onerous. Key days would include planning prior to the start of the school year, participating in the first days and weeks of school, and extensive experiences teaching and in administering and grading statewide assessments.	2/16/2018 6:39 PM
301	Personally, I would love to have an observation student shadow me for a week. They are at school early to prep, just like I do. They stay late to finish work, grade papers, and prep for the next day, just like I do. They observe every class, see where I eat lunch, help grade papers, meet the special ed department, meet the guidance counselor and administrators, work with students after school, operate a copier, experience creative bathroom break opportunities, see what technology is available, etc. That would be 40 hours just for my room. Then they could have to do that for different teachers in different schools.	2/16/2018 5:03 PM
302	We have more than 100 hours and I feel it is enough. Candidates need to spend time in college classrooms as well as in the field. They need to learn theory, pedagogy and acquire the knowledge they need to have meaningful field experiences.	2/16/2018 4:27 PM
303	Double the time . If tower can't do that, since we are limited credit and financially, then at least we should require all faculty to have major time in the school system.	2/16/2018 4:23 PM
304	I'm not sure	2/16/2018 3:58 PM
305	100 to 150 hours.	2/16/2018 3:56 PM
306	I think it is an appropriate length (100 hours).	2/16/2018 2:14 PM
307	As it is currently	2/16/2018 12:07 PM
308	120 hours	2/16/2018 11:40 AM
309	Having practicum experiences become full school day might be more beneficial because it gives candidates a more realistic experience of the different expectations and challenges that teachers face throughout the day. I feel having fewer sessions that are full-day would be a more cohesive experience than more sessions with shorter duration.	2/16/2018 11:35 AM
310	The semester before having 1-2 half or full days in the class.	2/16/2018 11:19 AM
311	150 hours of observation/classroom experience prior to their student teaching	2/16/2018 11:08 AM
312	150- 200 hours	2/16/2018 9:16 AM
313	At least two semesters in the classroom more than one day a week.	2/15/2018 10:22 PM
314	In our institution, it is appropriate as is.	2/15/2018 8:52 PM
315	What it is currently. I'd rather see time spent in the classroom with a master teacher, then time spent practicing and honing in teaching skills and discipline.	2/15/2018 6:57 PM
316	15 hours of observation/assisting teachers, then 2 35 hour teaching experiences where they gradually lead into teaching full lessons.	2/15/2018 6:55 PM

317	100 hours seems sufficient	2/15/2018 6:13 PM
318	200 hours	2/15/2018 5:08 PM
319	Each semester of the undergraduate program	2/15/2018 4:23 PM
320	Students should be in the classroom consistently from their sophomore year-Senior year and student teaching. These need to be purposeful and be planned so that the clinical experience gives students a wide range of opportunity to observe and participate in all areas of teaching.	2/15/2018 4:19 PM
321	Students should spend part of every semester in the 'field'	2/15/2018 3:44 PM
322	One semester of observation followed by a semester of observation/participation.	2/15/2018 3:25 PM
323	One or two semesters	2/15/2018 3:06 PM
324	I am not sure logistically you could do more hours. Fewer and fewer SBTE are available	2/15/2018 2:59 PM
325	Considering a four-year degree. These experiences should be embedded in the curriculum during the first three years of the program with the student teaching experience occurring during the final year.	2/15/2018 2:54 PM
326	As designed by programs that outline that developmental sequence in content and practice, and providing a variety of settings (types of classrooms, classrooms vs. homes vs. community-based programs).	2/15/2018 2:23 PM
327	100 hours or less	2/15/2018 1:42 PM
328	Data shows that with just one day a week for 10 weeks, and a one week immersion included will give students around 100 hours - if this was the semester before student teaching and then prior to that you might have a one day a week for 12 weeks (easily over 70 hours) that there is no reason that a student should have less than 150 hours before student teaching. If more than one certification - then looking at a total of 200 - seems reasonable.	2/15/2018 1:22 PM
329	There should be a standard amount of time, with additional time available depending on situation.	2/15/2018 12:38 PM
330	It has enough time.	2/15/2018 12:30 PM
331	I don't have a number	2/15/2018 12:00 PM
332	100 hours is appropriate	2/15/2018 11:43 AM
333	50-60 hours	2/15/2018 11:23 AM
334	100 hours is sufficient.	2/15/2018 11:18 AM
335	200 hours	2/15/2018 10:58 AM
336	1-2 days per week as explained above.	2/15/2018 10:49 AM
337	This really should be up to the judgment of the EPP, based on its observations and evaluation of the candidate. Perhaps what's being asked is when should the candidate move to the head of the class, and what is the minimum amount of time.	2/15/2018 10:46 AM
338	100	2/15/2018 10:28 AM
339	100 hours across required coursework	2/15/2018 10:27 AM
340	There should be an element of field experiences throughout all four years of undergraduate experience, and field experiences every semester for those at the graduate level	2/15/2018 10:23 AM
341	Not sure.	2/15/2018 10:02 AM
342	What students are currently doing is more than enough	2/15/2018 9:42 AM
343	Clinical experiences should be the length of the current student teaching experience and student teaching should be year long. This way a student teacher has an entire year of curriculum to reflect on when applying for future positions. Also, the clinical experience will be the true test as to whether or not the student should continue in the program prior to student teaching.	2/15/2018 9:11 AM
344	6-8 weeks	2/15/2018 6:44 AM
345	I agree with the workforce recommendations.	2/14/2018 10:14 PM

346	100 hours but structured differently than the current system. I think they should be in the field for the entire 100 hours and they should be doing less written work and more field study and trial and error before they student teach.	2/14/2018 9:02 PM
347	100 hours	2/14/2018 8:57 PM
348	100 hours -130	2/14/2018 8:48 PM
349	I believe the 200 hours is a good starting point	2/14/2018 6:40 PM
350	50 hours	2/14/2018 6:27 PM
351	3 days a week in schools and 1 day in a seminar	2/14/2018 6:10 PM
352	At least 20 hours per course -approximately 200 hours	2/14/2018 5:43 PM
353	1 year	2/14/2018 5:02 PM
354	Roughly 9 weeks per semester. It will take the clinical field experience staff time to make the placements at the beginning of each semester, so they would not be able to start in the schools until the end of September or February at the earliest each semester. They would then go until the end of classes each semester.	2/14/2018 4:38 PM
355	30-40 hours	2/14/2018 4:26 PM
356	One semester per 50 hour experience. This would allow a student to schedule hours on a weekly basis over the course of a semester.	2/14/2018 3:40 PM
357	15-20 hours per course	2/14/2018 3:32 PM
358	full length of the program	2/14/2018 3:31 PM
359	A full academic year.	2/14/2018 3:21 PM
360	100 hours is enough time. This give candidates the chance to observe in more than level (e.g., MS and HS, or K-2, 3-6)	2/14/2018 3:18 PM
361	100 hours would suffice.	2/14/2018 3:09 PM
362	100 hours works	2/14/2018 3:06 PM
363	200 hours	2/14/2018 2:50 PM
364	not sure	2/14/2018 2:38 PM

Q21 The current requirement of 40 days of student teaching should be increased to support more effective teacher preparation.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	30.96% 135	29.82% 130	20.18% 88	9.86% 43	7.80% 34	1.38% 6	436	2.33

Q22 What should be the structure of the culminating clinical experience (student teaching)?

Answered: 353 Skipped: 241

#	RESPONSES	DATE
1	One semester of student teaching in a single placement seems to be the best structure for our program. It allows candidates to spend sufficient time in a classroom to really develop their teaching skills to a level of proficiency required for a novice teacher to be able to confidently and successfully take on the responsibility of classroom teaching.	3/26/2018 11:32 PM
2	Our students currently complete at least 60 days of Student Teaching across 15 weeks of the semester. For this culminating clinical experience, our students are placed full-time in a New York City public school. They begin their placement on the first day of classes and end their placement on the Friday after the last day of classes and the reading period. This Friday is also the first day of Final exams. Importantly, for accreditation purposes, we have always been able to claim that our student teachers far exceed the state requirements for Student Teaching.	3/26/2018 6:31 PM
3	Observe not only the teacher but others involved with the student's education including an administrator, guidance counselor, social worker, chairperson, and nurse as well as the school librarian. I think student teachers should be aware of all the participants involved a students' education. I think learning behavior management can be crucial for some while creating and executing lessons can be another student teacher's greatest fear. Providing student teachers with as much observation and experience in the classroom and the school would help them develop a better understanding and provide a greater foundation.	3/23/2018 7:44 PM
4	Presently speech-language pathology students are student teaching for a semester, which is more than 40 days. They are in the schools for the entire time, just like regular employment. A semester of student teaching for speech-language pathology seems appropriate.	3/22/2018 10:43 PM
5	The longstanding practice of having practices at two levels and in multiple settings, so candidates don't just mimic the actions of one or two practitioners, should be maintained. However, this can occur via a preliminary and culminating experiences with judicious planning and needn't occur in student teaching	3/22/2018 9:57 PM
6	Varied experiences for the student teacher vs. one or two placements.	3/22/2018 9:30 PM
7	This would take to long to explain and I'd rather comment on the new proposed regulations	3/22/2018 8:23 PM
8	Exposure to multiple units of instruction and adequate time to develop growth and improvement.	3/22/2018 7:40 PM
9	observation, then lead small group, then whole group, then direct other teachers or co-teach	3/22/2018 7:00 PM
10	It is dependent on context, on whether this is a single certification program or multiple, what types of experiences have led up to the culminating experience.	3/22/2018 6:58 PM
11	One full semester with one class per degree seeking	3/22/2018 6:38 PM
12	See commentary above about the hazards of designing one for all. In addition, throughout this document suthors have equated "culminating clinical experience" with "student teaching". But, only a portion of our students "do" student teaching. The larger group are engaged in the variant, which we have called by the distinguishing name: "on-the-job supervised clinical practicum". The two experiences are not the same, the parameters vary widely, and what is possible (and preferable) may differ as well. Please reconsider all proposals in light of these TWO ROUTES....the "practicum" models and the student teaching versions....both, note, are appropriately plural in order to accommodate a enormous variety of contexts.	3/22/2018 6:18 PM

13	As previously stated, the culminating clinical experience should result in a Teacher Apprenticeship certification, and after one-year of combined service in one or more school districts, become eligible for the Teaching License (along with the requisite background profile checks of legalities and acceptable character, consistent with current laws & regulations. At present a salaried Teacher position is required for TWO years before a provisional teaching License is obtainable. That was increased from ONE year, many years back, and that has run counter to the needs for more Teachers of good qualifications. Again, this Apprenticeship concept should at least become an optional career path. RNs and Physicians have similar opportunities with LPN and with PA programs leading to viable jobs, so the teaching profession should expand in a similar way. Better-staffed classrooms (two-is-better-than-one) and safer classrooms are the outcome.	3/22/2018 3:43 PM
14	Our candidates complete twice that many days - a full college semester of student teaching.	3/22/2018 3:28 PM
15	Student teaching should be a true culminating event where teacher candidates are able to scale up to the full responsibilities of a teacher for at least a full week.	3/22/2018 3:20 PM
16	The cited policy briefs from Stanford and Bank Street as foundational literature for your consideration of these recommendations. Both documents repeatedly state that there is no evidence that more time in schools results in more effective teaching. Given that, are you unnecessarily increasing the burden on P-12 schools to mentor candidates, IHE's to revise curriculum, students to cram more into their schedules? a. "While more time in schools produces more potential opportunities for learning, relatively little research has been done about the length of experience" (Grossman, 2010, p. 3). b. "More time in a problematic setting is not necessarily better than less time in a high-functioning classroom with a strong mentor." (Grossman, 2010, p. 3). c. "The research suggests that the value of clinical experience depends at least as much on the quality of the experience as on the quantity" (Grossman, 2010, p. 3). d. "We have no means for data collection that would allow reliable analyses of whether certain techniques or experiences translate into improved teacher performance several years after a candidate enters the class." (Sustainable Funding Project, 2016, p. 32). These same documents cite what research does show about quality preparation: a. "Cooperating teachers who provide both instructional guidance and opportunities for independent teaching" (Grossman, 2010, p. 5). b. "Development of better tools for evaluating the quality of novice teacher practice and for providing feedback around the specific elements of clinical practice" (Grossman, 2010, p. 7). c. "Careful attention to the quality of schools and classrooms in which novice teachers are placed and to the quality of feedback and supervision they receive on their work" (Grossman, 2010, p. 7). d. "Opportunities for on-going input and collaboration around course curriculum, candidate performance, recruitment needs, and continuous improvement efforts" (Sustainable Funding Project, 2016, p. 32).	3/22/2018 3:10 PM
17	one semester of transitioning to a full load of courses over the period of a month.	3/22/2018 2:49 PM
18	stay the same	3/22/2018 2:47 PM
19	this should be left to individual programs with 40 days as a requirement and 70 as recommended. This allows higher education to be creative in balancing student teacher, certification exams, and college calendars. The college calendar is key when considering housing, graduation, and other course work on campus	3/22/2018 2:37 PM
20	Student Teacher is assigned to an inclusive class for at least 70 days or for one semester of student teaching.	3/22/2018 2:30 PM
21	Students should be allowed to follow the EdTPA requirements in all culminating clinical experience assignments. They should be allowed to practice the approaches that are current, 21st century methods that they were taught at their university.	3/22/2018 1:55 PM
22	I would like to see a longer term idea with the student doing unique observation hours specifically in the place of their culminating experience through skype, visits, observation/supplemental teaching days etc in order to be better acquainted with the school/class/teacher for the actual student teaching semester.	3/22/2018 12:51 PM
23	This should be flexible given the needs of the student teacher, the mentor teacher, and the P12 students. Sometimes co-teaching for the entire experience is appropriate, sometimes it's not. Sometimes solo teaching for only one prep is appropriate, sometimes it's not. Sometimes mentors allow for candidates to write all of the lesson plans, sometimes they don't. These decisions have to be negotiated and determined based on individual circumstances.	3/22/2018 12:18 PM

24	This should be up to individual schools. Also: Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.	3/22/2018 12:02 PM
25	1 full semester (public school calendar) w/ a host teacher teaching at least two different	3/22/2018 12:01 PM
26	Music students need to complete two placements so they can meet the P-12 certification requirement for music. The structure is currently 8 weeks at each placement. Accounting for vacations, snow days, etc., that usually comes to approximately 80 days of student teaching. Our students find that very helpful and it also gives them time to complete edTPA requirements.	3/22/2018 11:47 AM
27	current structure satisfactory for most experiences.	3/22/2018 11:42 AM
28	The current structure is effective.	3/22/2018 10:28 AM
29	yes	3/22/2018 10:11 AM
30	We do it full time for a semester, so they are only student teaching the whole semester, no classes other than that. It really gives them an effective experience of being a teacher.	3/22/2018 10:02 AM
31	Current structure is appropriate	3/22/2018 10:00 AM
32	Student teacher should inherit the teaching responsibilities of the classroom teacher early on and complete a "unit" of instruction with each class	3/22/2018 9:06 AM
33	I think that the student teachers picking up all classes earlier rather than extending the time might work as well ; I'm thinking of the students who are coming in from other careers and are employed as well as being a student. We want to encourage students to teach rather than creating barriers for them.	3/22/2018 9:00 AM
34	The student teaching experience for school librarians should remain at 40 days to make it attainable for the many current teachers who are trying to fill the many vacant school library positions.	3/22/2018 8:53 AM
35	Current length works well. Our campus and many of our school districts can not support an increased length of placement. Most of our students live on campus and are away during breaks. We have no where for them to stay if they are forced to start student teaching early.	3/22/2018 8:28 AM
36	...really getting to know the students, understand and work with the curriculum, and experience at least a whole semester of work in the school building - one semester in the elementary environment and one semester in a secondary environment.	3/22/2018 8:16 AM
37	The longstanding practice of having practices at two levels and in multiple settings, so candidates don't just mimic the actions of one or two practitioners, should be maintained. However, this can occur via a preliminary and culminating experiences with judicious planning and needn't occur in student teaching.	3/22/2018 7:17 AM
38	The goal is for the candidate to take on all or most of the teaching load within 2-3 weeks but the host teacher's particular situation and preferences must be respected.	3/21/2018 11:08 PM

39	No comment.	3/21/2018 11:00 PM
40	full-time experience that lasts at least the length of a superintendent	3/21/2018 10:59 PM
41	Flexibility is key. Programs should continue to be able to have one or two placements to accommodate dual degree programs, as well as Childhood (grades 1-6) programs to ensure placements expose student teachers to the range of certification areas.	3/21/2018 9:13 PM
42	Again, rather than dictate number of days for student teaching, we should be focused on the quality of the student teaching experience and helping teacher prep programs secure placements with strong mentor teachers. 40 days with a strong mentor teacher would be much more powerful than 70 days with a weaker one. IHE programs also need the flexibility of having multiple placements rather than one single placements, particularly for certificates across a wide age span (B-6 or P-12). Right now, the proposed regs read as if it is one long placement.	3/21/2018 8:55 PM
43	a full semester (1/2) year minimum perhaps an entire school year with a coordinating mentor teacher.	3/21/2018 8:54 PM
44	One college semester of 14 or 15 weeks duration.	3/21/2018 8:37 PM
45	The current structure works very well for our TSSLD candidates and offers them the opportunity to gain experiences in a variety of settings (including p-12 educational settings). It is not recommended that the current structure be changed.	3/21/2018 8:07 PM
46	The proposed 70 days does not work. There are not enough days in a semester. 60 could do it. We require 300 hours now which could increase somewhat. There is concern with 5 days given our students are all non traditional and many support families, either their own children or their parents. I know no evidence that 5 days is the magic number. I believe it is the quality of the 4 days. I fear we will lose those we want to be teachers in their high need neighborhoods. We will then again develop alternative cert with few regs.	3/21/2018 4:33 PM
47	Gradual release model (NO SINK OR SWIM APPROACH!!)...candidates should be involved in developing unit and lesson plans, working on assessments, with a dedicated mentor, but with the requirement to work across school environments...and gradually assume more leadership in planning, delivering instruction, and assessing...students must be involved in all facets of school life - professional development, grade meetings, parent-teacher conferences, data gathering, etc. The experience must be supervised by mentors (cooperating teacher and university supervisor) who have successfully completed a mentorship module Mentors and mentees should use technology (e.g. video capture) to analyze and reflect	3/21/2018 3:46 PM
48	2 7-week placements that span the certification range.	3/21/2018 3:13 PM
49	To respond to the prior question, the reason I do not support more than 40 days is the stress on teachers related to high-stakes standardized testing. Having a student teacher represents a considerable disruption and making placements longer may make more teachers hesitate to take on student teachers.	3/21/2018 2:33 PM
50	A full semester - which is about 60-65 days for most colleges.	3/21/2018 2:19 PM
51	I agree we need more than 40 days, but I do not like limiting institutions and partner P-12 schools to a specific structure. As it is, our institution does student teaching over 2 semesters, while others conduct 2 placements for the same length of time, but in 1 semester. I think this allows our programs to be unique and adapt to the needs and abilities of our institutions and P-12 partners.	3/21/2018 1:30 PM
52	This is dependent on the type of degree they are seeking. For our music education teaching candidates, it is important that they do approximately 40 days with both P-6 and 7-12 students because their certificate requires them to be knowledgeable across the age range.	3/21/2018 12:48 PM
53	The student teaching experience needs to be scaffolded. They should be working with students from the first day, but I would not expect them to manage all aspects of the classroom until the 10th day or so - all of this depends so much on the context of the experience. Is this a general education elementary classroom? A high school single subject placement? Much of the structure is dictated by these contextual factors.	3/21/2018 12:24 PM
54	I agree that more time is needed, but 55-60 days seems more reasonable, given the constraints of our semesters at the college, and the fact that colleges and public schools do not generally share the same vacation days. Also we live in a region where snow days can be unpredictably numerous .	3/21/2018 12:13 PM

55	It is extremely difficult to find student teaching placements for our program, and many teachers will only accept a student for a particular portion of a semester. If more good teachers were willing to host, students would benefit most from a semester-long placement. However, given the realities of placement, this component of teacher preparation must remain as flexible as possible.	3/21/2018 11:39 AM
56	One entire semester with one teacher to become accustomed to the classroom environment, and build upon it with our own standards. 40 days is not enough time to do this and effectively plan and implement various lessons.	3/21/2018 11:31 AM
57	See above	3/21/2018 10:35 AM
58	Completing group work experiences Research component Using technology Working with a Librarian (Collaboration)	3/21/2018 9:45 AM
59	Two 7-week placements.	3/21/2018 7:57 AM
60	The college students work very hard during the student teaching experience. They should be prepared every day.	3/21/2018 7:40 AM
61	I like the current set up.	3/21/2018 7:12 AM
62	1 full semester; every school day for 15 weeks	3/20/2018 10:13 PM
63	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/20/2018 10:13 PM
64	If the initial clinical experience is amazing, the time for student teaching could be shortened. Flexibility in terms of time and payment are key features here. A longer time frame requires a bigger payout. Teachers should expect to be paid more upon starting a full-time tenured positioned as well.	3/20/2018 9:09 PM
65	Candidates should assume the role of the teacher and take the teachers' course loads while under their supervision.	3/20/2018 8:00 PM
66	N/A	3/20/2018 7:39 PM
67	I believe the current sequence and structure is adequate.	3/20/2018 7:20 PM
68	2 eight week periods work out well. It does not burden the school/sponsor teacher with the responsibility of coaching a student teacher for more than 8 weeks at a time	3/20/2018 6:21 PM
69	12 weeks (consecutive), including PD days (and with allowance for sick days, etc.) with the option of adding days/weeks for candidates who might need additional time/practice/development to demonstrate competencies.	3/20/2018 6:03 PM
70	60 days of student teaching, spread across two grade levels (giving candidates more breadth of experience as dictated by their certificate) would be good. For example, our institution requires candidates seeking secondary English certification to do 20 days in either a middle or high school, and then 40 days in the other. The first 20 days immediately follow and stay in the same site location as the field experience. This allows for extended time in both sites/experiences.	3/20/2018 5:32 PM
71	Unfortunately for those training to be a certified, licensed speech-language pathologist this would limit speech-language pathologists to only one clinical setting on their internships, thus eliminating the potential for that student clinician to also train in a medical environment. Currently internships are typically limited to one academic semester and increasing the days for student teaching from 40 to 70 consecutive days would make it impossible for students to have more than one clinical placement. So would highly recommend that the regulations remain. The only other consideration would be that the student teaching regulations if changed, would provide for an accommodation for non-traditional student teaching faculty such as occupational therapists, social workers, physical therapists, speech-language pathologists, etc. who need a variety of training in different occupational settings (e.g., medical placements).	3/20/2018 4:39 PM
72	Student teacher should work closely with cooperating (mentor) teacher(s) with regular observation and seminar with university supervisor.	3/20/2018 4:39 PM
73	immersive, integrative, in continuous partnership with higher ed.	3/20/2018 3:40 PM
74	I strongly agree that it has to increase.	3/20/2018 3:33 PM
75	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/20/2018 2:24 PM

76	the student teacher should have had a full schedule for a minimum of 5 weeks at each placement. There should be a short reflective piece for 2 assignments at each, one positive and one constructive. The constructive one should show before/after changes in handouts, etc.	3/20/2018 2:19 PM
77	A full semester of student teaching. Half time at middle school and half time at high school for adolescent programs. Each placement should have candidates building up to taking over full responsibilities of their cooperating teachers.	3/20/2018 1:57 PM
78	It should last a semester, which is traditionally approximately 15 weeks. It should consist of a placement in a middle school and a placement in a high school, and (if possible) those placements should be in different settings (urban/suburban/rural).	3/20/2018 1:56 PM
79	I'd like to see 50+ days in each placement so the candidate can see the entire process of a quarter (teaching, evaluating, grading, report cards, etc.)	3/20/2018 1:17 PM
80	Yes, Student Teaching	3/20/2018 10:47 AM
81	See (1) above about maintaining flexibility for IHEe, P-12 providers, and community organizations to collaborate to develop clinical experiences that support teaching candidates. Recommendation for the work group/NYSED: (1) create two columns: (a) 40-day culminating clinical experience; and (b) 70-day culminating clinical experience: (2) write, under those columns, (a) specific kinds of experiences; and (b) research-supported consequences of those experiences, parsed out by the time required to enact/participate in them (e.g., "if fifteen weeks is spent in A, B, and C teaching roles, X, Y, and Z outcomes/consequences is to be expected"; (3) compare and contrast the specific kinds of experiences and research-supported consequences identified under the 40-day and 70-day clinical experience columns; (4) if there are definitive, evidence-based differences between the two, consider establishing a new timeframe for the clinical experience COUPLED WITH guidelines for the kinds of clinical experiences that are demonstrably better for students and teachers. If there are no clearly demonstrable, evidence-based differences between the two columns, reconsider the decision to change the regulation based on a lack of warrant for doing so.	3/20/2018 10:41 AM
82	It is already difficult enough in one semester's time to meet the 40 days of teacher preparation. Experience in the field after receiving the degree will continue to prepare new teachers in their development.	3/20/2018 10:10 AM
83	14-16 weeks of student teaching - I like the option of one full placement or two separate placements especially when students are earning two certificates in different content areas.	3/20/2018 9:25 AM
84	I feel the present requirements adequately prepare future teachers.	3/19/2018 10:51 PM
85	1 semester of student teaching. Give the student teacher a week to learn the kids and observe the actual teacher and then take over for the remaining weeks.	3/19/2018 6:03 PM
86	As I said above, I'm in favor of a full year of student teaching: a first semester that is part time (where some of the fieldwork hours can be) and supplemented by 6-9 credits of coursework, and the second semester with full student teaching, supplemented by a colloquium led by the university faculty. Longer, more quality clinical experiences are what our candidates need. P-12 cooperating teachers need to be well compensated and well supported in addition because they need to mentor the teacher candidates. Doing more doesn't necessarily mean it will be done better.	3/19/2018 5:47 PM
87	It has to be somewhat flexible given the wide variety of placement types. A minimum number of supervisor visits (formal observation) would make sense. Formative and summative assessment of success by both supervisor and sbte.	3/19/2018 4:12 PM
88	The hours can be increased but the structure should accommodate more than one placement.	3/19/2018 3:12 PM
89	It should be 40 days per placement, so the dual-certs should go to at least 2 placements.	3/19/2018 3:12 PM
90	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/19/2018 1:28 PM
91	Again - a more embedded approach. Many SUNYs have faculty or adjuncts work as supervising teachers. Why can't partner districts be supervising teachers as well as have cooperating teachers? It's so disconnected -- theory and practice -- that students flounder until they are on their own.	3/19/2018 11:41 AM
92	Full semester in one classroom	3/19/2018 10:02 AM

93	one academic school year first quarter: observation, teaching a lesson, activity etc. grading some learning how the school system works-attending meetings, observing other classrooms, teachers and different levels within the district. Second quarter: Teaching mini lessons, activities, designing lessons, activities, doing a collaborative lesson etc. Third quart: Teaching one class every day- following collaborative teacher example Fourth quarter: Teach one unit to all classes. Design the unit, assessments, labs etc....	3/19/2018 9:24 AM
94	There should be a mock interview included in the current structure.	3/19/2018 8:54 AM
95	Stay same	3/19/2018 7:49 AM
96	Interview process to pair student teacher - Teacher Meeting with Teachers to discuss expectations and responsibilities. Structure should determined by teacher based upon student needs.	3/19/2018 7:36 AM
97	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind or teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
98	The student teacher should be prepared to make lesson plans and execute them within the first week of being placed. The student teacher should grade papers, formulate tests, make lesson plans, and work with the cooperative teacher while doing so. It should not be expected to walk into a class and get everything handed to you.	3/18/2018 9:16 PM
99	The structure of student teaching should stay the same.	3/18/2018 9:02 PM
100	Job shadowing would be good to begin, along with observations. Then the student should gradually take over at least 1/2 the teaching load including ALL aspects (feedback to students, professional development, parent contact, collaboration with colleagues, etc)	3/18/2018 8:41 PM
101	It should be a year long experience, so they understand what the life of a teacher is and be immersed in educating our youth.	3/18/2018 7:26 PM
102	4 hours of observation and practice teaching, 1 hour of planning or co-planning and 1 hour leading individual or small group instruction	3/18/2018 7:11 PM
103	Crane School Music had model that worked.	3/18/2018 6:25 PM
104	Student teachers should start at the beginning of the year alongside the cooperating teachers. They should serve at least one quarter in middle school and then move to at least one full quarter in the high school. Ideally, half a year in the middle school and half the year in the high school, and preferably in the same district. I believe exposing student teachers to other districts is helpful, but only after the student teaching culminating experience.	3/17/2018 10:00 PM
105	It varies depending on the situation. Definitely a combination of observation, planning, teaching, feedback, reflection.	3/17/2018 9:53 PM
106	We are currently doing a semester, which works well.	3/17/2018 5:34 PM
107	I don't feel this can be increased without increasing cost or length of student teaching	3/17/2018 11:16 AM
108	We have a local college that puts education students in the classroom very early on in their college career. They work (intern) in classrooms multiple times per week (increasing as they progress through their semesters) to give them time to observe and assist and then ultimately teach. By the time they graduate they've spent so much time in the classroom the level of comfort is increased tremendously.	3/17/2018 7:30 AM
109	Create a strategic plan for what their first classroom will look like, from procedures to set up of the ideal classroom	3/16/2018 6:52 PM
110	We already do more than the 40 day state ed requirement for student teaching. However, the colleges operate on a semester basis, so if the number of days increases to more days in our typical semester, we run into issues of student housing (if the student teacher lives on campus) when the college is "shut down". I am not sure there is a solution for that.	3/16/2018 3:07 PM
111	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/16/2018 2:59 PM
112	I feel there needs to be a higher level of communication among the student teacher, classroom teacher, and college supervisor to provide clear feedback and promote growth for the student teacher. I have had very little interaction with the college supervisors who have been assigned to the student teachers with whom I've worked, and the students have been observed only twice.	3/16/2018 2:35 PM

113	Again the number is not as important as th experience but it should be much more that 40. You are preparing a student to be responsible for children and their learning. A big job! 40 days does not seem sufficient.	3/16/2018 1:44 PM
114	with degrees that are K-12, the student teacher needs two placements of different age levels (elementary and secondary)	3/16/2018 1:14 PM
115	Student teachers should be prepared to go in the first week of student teaching and meet with their cooperating teacher and students and be ready to begin fully teaching in their second week. They should know how to align standards, write lesson plans, know the emergency plans of the building they are in, and know how the school's procedures operate.	3/16/2018 12:58 PM
116	Meet with teacher, write some intelligent and meaningful, common sense lesson plans and just do it. The teacher will learn through her/his own trial and error experiences. Mentoring with teachers is so very important. Communication skills and personality are also very important to the student teacher.	3/16/2018 12:41 PM
117	Classroom experience, in cooperation with a practicing teacher, with as much emphasis given as is practical to achieving autonomous teaching with somewhat sparser feedback.	3/16/2018 10:46 AM
118	There needs to be an organized progression, beginning with some structures observation and the a gradual assumption of teaching responsibilities.	3/16/2018 10:40 AM
119	Full public school semester	3/16/2018 9:44 AM
120	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/15/2018 9:11 PM
121	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/15/2018 6:35 PM
122	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field	3/15/2018 3:29 PM
123	I am not sure if a longer teaching practicum experience is necessary for all students. Many students will require at least a full semester of practice teaching, being introduced teaching through first observation, then writing lesson plans correctly, then guided teaching, then flying solo. This process may be shorted than a semester, or longer for others.	3/15/2018 1:57 PM
124	Three days a week throughout the second year of Graduate School. Students can continue to take pedagogical courses while working in the field.	3/15/2018 1:18 PM
125	continue to have two placements, but double the length of hours for each placement.	3/15/2018 12:49 PM
126	Begin with co-teaching with sponsor teacher for no more than two weeks, then working as the primary classroom teacher for the remaining weeks with observations by sponsor teacher.	3/15/2018 12:12 PM
127	The expectation that student teachers would work collaboratively with the cooperating teacher to co-plan and teach the majority of the time...with a designated mandatory time for them to assume full responsibility. Real world lesson planning expectations that are not too steeped in edu-speak...which is not the expectation in the majority of schools that they will work in upon completing their schooling.	3/15/2018 6:10 AM
128	I believe increasing the timeframe (maybe an additional 3 -4 weeks) in a given setting would allow the student teaching experience to include report card grading, parent teacher conferences, participating in professional development, creating and implementing student safety plans, behavior plans, Tier I, II or III plans, and result in overall understanding of a school/district system of expectations	3/14/2018 11:41 PM
129	This should be an integrated and intentional experience that should include co-teaching, inclusive and special education models. There should be strong collaboration with the college and the school - MUCH more so than what is happening now.	3/14/2018 3:44 PM
130	I believe the current structure that allows two different student teaching experiences at different grade levels and/ or settings is positive. Each setting should provide sufficient time for the student teacher to acclimate to the setting and shift to taking a good deal of responsibility for the instruction and classroom management in the setting.	3/14/2018 3:16 PM
131	Walking the walk with a sponsor teacher by observing at first, then teaching with sponsor teacher observing and providing guidance, then soloing	3/14/2018 2:58 PM

132	Similar to what it already is, but candidates getting into classrooms sooner than the junior or senior year.	3/14/2018 12:23 PM
133	same as it is now-	3/14/2018 11:49 AM
134	A full year of student teaching where students: - spend each semester with at least 2 cooperating teachers - teach in 2 different settings (urban, suburban, high need schools, high performing) - have a clear gradual release structure for student progress and student responsibilities in the classroom - attend seminars that include assignments/ tasks/ opportunities that allow students to effectively reflect on their classroom experiences and implement various teaching strategies - have clinical supervisors who visit at least once every two weeks to assess their progress - have mentors teachers provide ongoing structured observations and feedback of candidates progress in instruction, planning and classroom environment	3/14/2018 11:47 AM
135	Observations help to direct learning, but student teaching is absolutely crucial to training of future teachers. Requiring more days will add to the learning, whereas, conversely, adding observation hours simply will not have an impact besides draining resources and energy from more fruitful activities such as student teaching experiences.	3/14/2018 10:37 AM
136	based on individual	3/14/2018 9:39 AM
137	It could be 7 weeks in each setting: middle school, high school, co-teaching settings. Etc.	3/13/2018 3:52 PM
138	No Change	3/13/2018 3:43 PM
139	Slow integration into full teaching by leading small groups and eventually whole group instruction. The student teacher should be planning and instructing full days for at least three weeks. Student teachers should also have the opportunity to lead the room like a substitute teacher which means the host teacher is not consistently supervising and intervening during issues. Today's classrooms are challenging in regards to demanding curriculum and behavior concerns. Pre-service teachers should have the most authentic experience possible in order to be certain teaching is their calling.	3/13/2018 3:39 PM
140	first week observance the following week developing a lesson plan implementing a lesson plan with the teacher as an aide for a few hours (coteaching model) eventually taking over 1 subject for a week and gradually increasing to taking over a subject at time ending with a full week of teaching all day	3/13/2018 3:07 PM
141	40+	3/13/2018 3:04 PM
142	Start with a focus on classroom management 1-2 weeks Move into understanding standards and how to lesson plan using standards as a guide. Implement lessons planned Disaggregate student data and create leveled groups. Plan small group instruction that meets the needs of students based on data	3/13/2018 3:03 PM
143	Students should observe the teacher, then take over a small group in ELA and math, then build in some whole class lessons.	3/13/2018 3:02 PM
144	Student teachers observe the teacher before teaching. That way they are able to learn effective strategies to implement. Then, build in lessons of their own.	3/13/2018 3:02 PM
145	Teachers needs more time to develop their practice prior to entering the field. 40 days is not enough time to be prepared for your own classroom	3/13/2018 3:01 PM
146	assess plan based on assessment instruct	3/13/2018 3:00 PM
147	Lead lessons Conduct small group instruction Create lessons and assessments	3/13/2018 3:00 PM
148	Developing units of teaching attending to the needs of special ed students, esl students and different learning styles.	3/13/2018 3:00 PM
149	planning with teacher one to one attending common preps implementing lesson teaching small group teaching whole class how to use a smartboard	3/13/2018 2:57 PM
150	planning, teaching small and whole groups, assessments	3/13/2018 2:53 PM
151	pre, teaching, post, curriculum planning	3/13/2018 7:47 AM
152	One semester, during which full-time 2 placements are completed. Supervision should be done by the Cooperating Teacher and the College Supervisor. There should be no other outside requirements such as an edTPA; a teacher candidate's full attention should be to the placement.	3/12/2018 3:49 PM
153	Maybe 1/2 day for a year.	3/12/2018 2:19 PM

154	50 days	3/12/2018 1:59 PM
155	Full semester.	3/12/2018 12:23 PM
156	The length of student teaching MUST align with the college semester calendar year. To require more than this is to make student teaching an impossibility and will hurt the already declining pool of students who want to become teachers.	3/12/2018 11:58 AM
157	There are multiple issues with the way the culminating experience is represented in the document. "Consecutive days" means that a teacher residency with two student teaching placements, both preceded by practicum experiences, means that student teaching days aren't consecutive and makes a residency experience of this sort not allowed. I also think that 70 days is insufficient. SUNY recommends at least 75, and that's still a compromise. 75 seems like a minimum. 70 seems like a further compromise because of increased pre-student teaching hours. These two experiences should not compete with one another.	3/12/2018 10:47 AM
158	- Increasing student teaching by 30 days does not mean that a person is going to be any more ready to enter the teaching profession - This could be a financial burden on the students. -	3/12/2018 8:55 AM
159	Whole class instruction.	3/11/2018 10:08 PM
160	diversity	3/11/2018 7:54 PM
161	two teachers for a full year	3/11/2018 6:17 PM
162	The current format of 40 days across two placements with mentor and University supervision is very adequate if the students are prepared appropriately in their pre-clinical work. Both programs I have worked with used 60 days in the classroom as a target rather than the 40, but that was to meet accreditation and program goals.	3/11/2018 3:00 PM
163	I think all student teachers should experience the very beginning and very end of the school year. Teaching candidates who have a Spring placement miss out on both of those time periods- which are the most hectic for teachers (especially first year teachers). If we can help pre-service teachers master laying the ground work for a successful school year (that first month or so of school) and help them to wrap- up the year, obtain meaningful feedback on student growth, and reflect for the coming year, then we set them up for success as an educator in their own classroom.	3/11/2018 1:03 PM
164	Daily instruction on the part of the student teacher.	3/10/2018 10:00 PM
165	Co teaching together for the first week, slow handing over of task as confidence increases. Having a very defined date for full take over of the classes. Time for reflection at the end of everyday. I think the lack of reflection between student and mentor is a problem. Student teachers should not be racing out of a building to get to another class or job once the school day is over. Frankly, just because the day is done with classes that does not mean that my day is done. I am usually after school working with students or doing work for the next day for at least an hour after school is over.	3/10/2018 12:49 PM
166	All student teaching needs to include solo teaching time. It should also include collaborating with the school librarian.	3/9/2018 9:51 PM
167	Keep what we have been doing now	3/9/2018 9:48 PM
168	Watch, do with, then do on own while be supported. Include ongoing collaboration (don't reinvent the wheel) and create a usable resources guide for wherever they go next...less focus on the tool and more on the learning	3/9/2018 6:01 PM
169	Start slow mimicking one class and then slowly take on all responsibilities with reflections and multiple observations	3/9/2018 5:37 PM
170	Observing and planning co-teaching independent teaching (observed by cooperating master/nbct teacher)	3/9/2018 5:25 PM
171	Gradual Release of All classroom responsibilities	3/9/2018 4:28 PM
172	Partner with high-needs schools and engage in co-teaching.	3/9/2018 3:49 PM
173	Full classroom teaching, fulfill the role of a full time teacher.	3/9/2018 3:34 PM
174	Able to write and teach, and assess a quality lesson	3/9/2018 1:57 PM
175	40 days is hardly representative of teaching. If a school year is 180 days, 40 isn't even a complete quarter.	3/9/2018 1:51 PM

176	60 - 70 days. I do believe that the current requirement of only 40 is insufficient. In fact, a number of institutions in NY State already require more than 40. (Houghton College, for example)	3/9/2018 11:28 AM
177	One full school year! It took me at least another full year of teaching after student teaching, I student taught in the spring and didn't experience the beginning of school and how good teachers start the year. Also, you "live" through the entire year with the kids. They view you as a teacher and you can make adjustments, try different teaching techniques, establish meaningful relationships with students and parents, and carry a workload throughout multiple marking periods including grades and testing.	3/8/2018 9:03 PM
178	Adolescent Ed: one placement in the 7-8 grades, the other placement in 9-12 grades. It is important for student teachers to have a middle school and a high school teaching experience. For other student teachers, it is also valuable to have the elementary school placement as well as a 7-12 placement.	3/8/2018 5:58 PM
179	A full semester teaching in a school with a cooperating teacher (or split between two for those with multi-certification; High school art in the mornings and elementary art in the afternoons, for example)	3/8/2018 3:19 PM
180	no more than 40 days. This puts undue stress on schools, students, undergrads and colleges.	3/8/2018 3:17 PM
181	Again, look at most successful programs. Many are working very well.	3/8/2018 2:50 PM
182	This would require us to move to semester-long student teaching placements, but I think this will ultimately strengthen students' experience, give them more time to complete edTPA, and put us better in line with the rest of the profession.	3/8/2018 1:51 PM
183	as close to a mirroring of an actual teacher schedule as possible. Student teachers should not be required to take content-related classes at the college level while student teaching so that they can focus solely on the internship experience.	3/8/2018 1:34 PM
184	Depending on content area, some candidates get two 40-hour experiences, while others could have only one full semester placement which is an inclusive placement.	3/8/2018 11:47 AM
185	The current structure is working well, don't see the need to change it. We have only a very few students, perhaps only 1 every 2 years, that needs additional time.	3/8/2018 10:00 AM
186	Student teaching should be identified as a semester versus listing a certain number of days. Students should follow the calendar of the school district they are assigned versus taking breaks when the college is off. So essentially students start their ST experience when the semester starts and ends when the semester ends and any breaks or days off are in line with the school district they are teaching in.	3/7/2018 10:16 PM
187	Observe in assigned room, as well as other settings. Assist. Partial lesson. Full lessons increased to full day.	3/7/2018 9:47 PM
188	One full year. Both semesters should have a couple of weeks of professional development prior to each placement	3/7/2018 6:05 PM
189	Secondary (half with grades 7 and/or 8 and half with 9-12).	3/7/2018 4:34 PM
190	one continuous placement	3/7/2018 12:06 PM
191	6 full months, everyday for the whole day.	3/7/2018 11:36 AM
192	One full semester.	3/7/2018 11:08 AM
193	Regular assessments	3/7/2018 11:03 AM
194	It should be at least 70-75 days, that is where the training actually takes place.	3/7/2018 9:25 AM
195	Varied classroom settings	3/7/2018 8:37 AM
196	The two different student teaching experiences are necessary for our dual majors. It could change to the same school for each placement within one semester, but this would decrease their exposure to different schools' and populations during student teaching.	3/7/2018 8:01 AM
197	I think a full semester makes sense. Even two full semesters so student's could use their full time teaching position as an aid/paraprofessional or while holding an Trans B certification.	3/7/2018 12:31 AM
198	The structure of student teaching requires input from all immediate parties. Based on prior experience, local capacity, and program philosophy a plan for student teaching emerges that best meets local needs.	3/6/2018 3:33 PM

199	Observations sooner (Freshman year, second year) More student teaching (Third and fourth year) Current student teaching only gives experience at two grade levels - Teacher candidates should work in multiple grade levels to know which age level is preferred, and to better succeed at getting a job. Example: If my student teaching is Grades 7 and 9, I am at a disadvantage for a Grade 12 job opening.	3/6/2018 2:19 PM
200	An entire semester in ONE placement	3/6/2018 1:53 PM
201	In P-12 Physical Education, we need two placements. Each placement should be equal length, at least 35 minimum days per placement	3/6/2018 1:34 PM
202	A few days of getting to know the class - some observation, then a week or so of teaching maybe just one or two lessons, then slowly teaching more and more until you are teaching all classes all day.	3/6/2018 1:25 PM
203	At least half the school year with the same group of children and teacher (grades K-5) and same teacher (grades 6-12)	3/6/2018 12:54 PM
204	Student teachers have a hard time understanding the trajectory of a school year due to their limited time in districts. Somehow extending this to see the long-term effects of their efforts would be beneficial, but I do not believe that student teachers should stay in one placement for an entire year. I did think it was beneficial to have an observation student in the fall who became my student teacher in the spring. This allowed for her to see that trajectory.	3/6/2018 12:22 PM
205	Honest evaluation under current Teacher evaluation process.	3/6/2018 11:58 AM
206	After the initial 40 days, the student teacher should be supported in taking over all the classroom roles. Like first year teaching with a lot of support and backup with an experienced master teacher.	3/6/2018 11:50 AM
207	I believe this was discussed in a previous area. Structure should be more specific to the overall clinical experience.	3/6/2018 10:45 AM
208	60 days seems fine.	3/6/2018 10:35 AM
209	My university already does a 15 to 16 week placement.	3/6/2018 9:35 AM
210	Residency, with pay, in a school district.	3/5/2018 10:47 PM
211	All Colleges should follow what Hunter College is doing. We have the requirement of 2 full terms. I do not fully agree with changing grade levels due to the financial constraints of the students. There are other ways that they can get hands-on experience (case studies, research or working with a focus learner as part of embedded coursework). This is what I require in my methods courses and so does my colleague who runs the program.	3/5/2018 9:58 PM
212	Right now, I supervise student teachers for approximately (considering holidays) 75-80 days a semester. And at times even that amount seems insufficient. My student teachers remain in the same classroom for the entire 16 weeks, with many opportunities to observe and visit in other grade levels. I prefer the 16 week model over the 8 weeks and changing to another school for an additional 8 weeks because it allows the student teacher to grow at an individual pace and I can differentiate my supervision. Essentially, I see myself as a coach, so I visit my school (cohort model with all 4 student teachers in one school with me supervising them) 2 days a week and hold seminar after school one day a week. This amount of coaching and observation allows me to build a trusting relationship with my student teachers and to help they reflect on their teaching during informal visits. I visit each student teacher at least 20-25 times over the semester, which is markedly more than most student teaching programs.	3/5/2018 7:22 PM
213	more hands on experience, writing and reporting on student progress, needs and long term goals	3/5/2018 3:09 PM
214	xyz	3/5/2018 2:25 PM
215	I like the general outline of how student teaching experiences are currently structured. It's good to have flexibility so that the experience can be individualized to each student teacher. It should include some portion of "lead" teaching, but again it can be good to not be overly prescribing so that this can be done at pace and scope that is fitting to the circumstances.	3/5/2018 12:45 PM
216	40 days is too short. I support the 70 day recommendation.	3/5/2018 12:30 PM
217	The student teaching experience should align with an marking period of time in a classroom.	3/5/2018 11:55 AM
218	.	3/5/2018 11:41 AM
219	The student teacher experience should be one full semester - of approximately 80 days	3/5/2018 10:35 AM

220	At least 60 days of students teaching	3/5/2018 9:47 AM
221	Full-time co-teaching	3/4/2018 3:21 PM
222	Care should be made to ensure that the student is paired with a cooperating teacher who can model effective teaching.	3/4/2018 12:11 PM
223	The existing structure will suffice as long as quality and effectiveness of instruction remains as the focal point.	3/4/2018 10:28 AM
224	A minimum of 50 days per certification level and type (k-12 certification should include 50 days each level). Dual certification programs should include 50 days per certification	3/3/2018 6:41 PM
225	The structure should stay as is so that student teachers get to experience both elementary and Secondary levels. For programs with dual certification they would have the opportunity to student teach in both areas rather than just one.	3/3/2018 5:10 PM
226	All teachers should intern for a year. Syracuse did this providing g masters and a stipend. Other professions do this. 40 days are l sufficient.	3/2/2018 5:32 PM
227	A full semester (12-13 weeks). Student teachers should actually be teaching a class by the end of the period	3/2/2018 4:55 PM
228	Candidates should be present in one class for at least the amount of time of one full student semester to see teachers roles in the improvement of student progress from one report card to the next	3/2/2018 2:46 PM
229	more time for the mentoring relationship joint PD with the student teacher and the cooperating teacher so that they may debrief/move forward after co-teaching and independent teaching by the student teacher	3/2/2018 11:06 AM
230	Mirror the day to day experience of a teacher as much as possible for a whole semester.	3/2/2018 10:25 AM
231	Observation of lessons and teaching of lessons. Learning class management and effective discipline is a priority .	3/1/2018 7:54 PM
232	60-80 days	3/1/2018 7:34 PM
233	A quarter of student teaching to get the experience of planning teaching and assessing within a grading period	3/1/2018 6:26 PM
234	student teaching in 2 different placements	3/1/2018 4:12 PM
235	The student teacher should eventually take over teaching the class.	3/1/2018 2:06 PM
236	Multi program experiences in all types of school settings, various districts, populations of students	3/1/2018 1:58 PM
237	the experience can be long and enduring one placement for 15 weeks. Trying to break up for multiple levels or types of experience, good teaching is good teaching, the carry over to other developmental levels will happen if the base experience is good.	3/1/2018 11:29 AM
238	Co-teach and co-plan with a cooperating teacher from the beginning. Lead small groups by the middle. Lead plan and teach at least 2 weeks of lessons.	2/28/2018 7:55 PM
239	a long-term placement of a least 35 days each for 2 or 70 consecutive days for 1	2/28/2018 4:20 PM
240	Hosts of teacher candidates should be thoroughly vetted as should supervisors of teacher candidates. Teaching candidates should have the option to have one extended placement or two shorter placements. A cycle of feedback should be structured ahead of the placement and guidelines provided to the host teacher. The student teacher should have two weeks of observation of preparation, one week of independent instruction, feedback/observation over the next week, and then the cycle repeats of independent instruction for a week followed by a week of feedback. Also built into this structure should be a co-teaching approach, so that student teachers gain experiences of how to work effectively with push-in staff, etc.	2/28/2018 4:15 PM
241	40 days is incorrect. My students have 7-8 weeks at each of two placements- middle/junior high and high school	2/28/2018 3:25 PM
242	Gradual release	2/28/2018 3:15 PM
243	It depends. I would argue that a 'high quality' mentoring teacher could be just as effective in a shorter amount of time than a less effective teacher could be in a longer amount of time. That said, all things being equal, more time is better.	2/28/2018 10:37 AM

244	Students should work with the host teacher and be ready to teach at the end of week one. They will be thrown into it as a new teacher so the ability to have support while experiencing the same feeling would be good.	2/27/2018 5:47 PM
245	Ideally it should be a year in duration. However, that may not be realistic to expect prospective teachers to devote a full year, paying tuition, and not being compensated in any fashion. This may also put a burden on the School Based Teacher for this duration of time.	2/27/2018 3:50 PM
246	Making a connection prior to actual experience time (or extend time of student teaching. 40+ days with requirements of out of the classroom involvement as well	2/27/2018 2:33 PM
247	more time with one level- all high school or all middle school or all upper elementary... All day in a school to experience the true school experience - from the morning until school closes. Participate in all school activities Course load would reflect the time and importance of this work.	2/27/2018 2:04 PM
248	15 weeks of full days splits between high needs and other populations	2/27/2018 10:56 AM
249	It seems about right as it stands now.	2/27/2018 9:58 AM
250	scaffolded, supervised clinical experience in situations similar to those in certification areas.	2/26/2018 7:15 PM
251	New teachers should have ability to engage in high level mentor experience in their last year prior to graduation	2/26/2018 6:10 PM
252	More than a two week unit. Perhaps maybe a half semester entirely in the classroom and more focus on working with kids directly over time. A dedicated sort of traineeship over an extended period of time could be great.	2/26/2018 5:20 PM
253	I think it is fine as is. I think NYSED should mandate that faculty in IHEs get separate teaching credit for observing candidates in the field and leading a seminar.	2/26/2018 4:56 PM
254	Independent/Solo teaching for at least a week	2/26/2018 10:31 AM
255	One year experience without edTPA taking over the experience.	2/26/2018 10:09 AM
256	a full semester of schooling	2/25/2018 7:51 PM
257	Full time full year.	2/25/2018 11:40 AM
258	Being in the classroom as close to full time as possible would be ideal, with an increasing degree of responsibility/percentage of the day teaching as the training progresses.	2/24/2018 11:30 PM
259	Year long clinical experience in one school, two different classrooms. Funding is a must. Field work supervision should be a two hour observation each week with edTPA support. Student teachers should also be visited by Seminar instructor.	2/24/2018 3:17 PM
260	Collaborative unit planning that addresses social emotional needs of students	2/24/2018 10:36 AM
261	400 hours, which I had to do, would be sufficient	2/23/2018 8:04 PM
262	I think that 40 days is enough if they student teacher has several weeks of full-time teaching with all the responsibilities associated with it. This way, the host teacher is there to help and give feedback for something that they will experience their first year teaching.	2/23/2018 8:03 PM
263	Student teaching should be done in the fall for 4 days and one day of seminar. Potential teachers need to learn how to set up the "tone" of the educational environment to accomplish all that needs to be done.	2/23/2018 6:19 PM
264	I had a year long student teaching and it was amazing. I was able to see how the dynamics of classes shift over the course of time. Pedagogy during the summer. Student teaching a few periods/hours a day w/ the same person in the same classroom. Courses during the evening. This provides the student teacher with the option to sub for extra money within the same building or to stay, observe and learn from other teachers, or even to work on some days!	2/23/2018 5:04 PM
265	We currently require our students to student teach for the full semester or the equivalent of the 70 days. we always felt it was important for the students to be provided with an authentic experience of a full-time teacher.	2/23/2018 4:58 PM
266	90 days	2/23/2018 4:28 PM
267	Concerns remain regarding # of "consecutive days" due to, different school closings for winter recess, observance of holidays and snow days.	2/23/2018 2:07 PM

268	student teachers and supervisors in the classrooms at the same time so they can discuss things as they happen.	2/23/2018 1:04 PM
269	I believe that the whole culminating experience should be conducted in one setting rather than divided between two settings in order to meet the grade level bands required for each certification area.	2/23/2018 12:12 PM
270	Progressive release with co-teaching at culmination and varying focus on competencies to guide co-teaching responsibilities.	2/23/2018 8:02 AM
271	50-60 days	2/22/2018 5:55 PM
272	What is proposed in the draft regulations are fine which allows for the traditional format while also accounting for programs where there are residencies, etc.	2/22/2018 4:42 PM
273	We have worked with a seventy-five day model of student teaching ever since I took this position. This time period allows student teachers to engage in all of the classroom teacher's responsibilities, whenever possible, with the responsibility for instructing two or more classes for the duration of the experience.	2/22/2018 4:42 PM
274	Sept - Dec or Jan - June.	2/22/2018 3:31 PM
275	A complete semester with at least 14 weeks of instructional experience... perhaps at different levels... like elementary, intermediate, or the commencement level.	2/22/2018 2:05 PM
276	one full year--with scholarship requirements for the extra time waived	2/22/2018 10:26 AM
277	Differences between student teachers and residents. Both need enough time to learn to teach using theoretical perspectives that guide their teaching. At least a semester for both.	2/21/2018 4:59 PM
278	Ours is a K-12 certification area where we currently have placements for middle and high school experiences which is commensurate with the jobs that the teacher candidates are taking under the current format.	2/21/2018 3:36 PM
279	See above, including gradual takeover of the class for the last 2 weeks.	2/21/2018 3:24 PM
280	Introduction to the school community (begin with observation style activities in multiple classrooms/ locations within the school) prior to assuming a placement within one classroom with a lengthier time as a solo teacher with an opportunity to reflect and continue the experience.	2/21/2018 1:25 PM
281	begin with co-teaching and include teaching where the prospective teacher is taking primary responsibility	2/21/2018 9:21 AM
282	Currently at SUNY Cortland, students have two, 8-week placements. One placement in a high school classroom (9-12), and one placement in a middle school classroom (7 & 8). In NYS, the teacher preparation programs have a credit cap of 126 credits. Currently, each placement is 6 credits, and increasing the length of student teaching, would greatly affect the credit hours for student teaching, and thus put students over the 126 credit limit.	2/20/2018 4:02 PM
283	50	2/20/2018 1:32 PM
284	I think programs should be permitted to determine what works best for their degrees and their students.	2/20/2018 10:29 AM
285	At least two college-supervised student teaching experiences of at least 20-30 days each.	2/20/2018 12:57 AM
286	One full semester of full-time student teaching is sufficient. For adolescence education---one half in 7th or 8th grade and one half in grades 9-12, as appropriate to the discipline. By the end of student teaching, teacher candidates want and need to "get in the game" with their own classroom. They're more than DONE with observing, assisting, and not being the one making decisions.	2/19/2018 6:46 PM
287	I am currently committed to making sure my students get both an elementary and secondary placement. increasing to the recommended 70 hours would allow more time to complete edTPA in a content area where we sometimes only see students 1x/10 day rotation	2/19/2018 5:58 PM
288	teaching as much as possible with host teacher feedback	2/19/2018 5:42 PM
289	why should it be one structure? Can we build in flexibility for folks on different career paths - yet still maintain rigor and adequate preparation? Two placements - different levels.	2/19/2018 1:36 PM
290	Why can't the who last year be spent in a classroom where once a week they meet with a college professor maybe right on site where they are teaching and have classes that directly support in classroom experiences. They need more time teaching in actual schools.	2/19/2018 12:36 PM

291	As much time as possible to be in a variety of classrooms.	2/19/2018 9:26 AM
292	See above answers. There should be a level of competency that must be achieved in each practicum (with indicators) in order to then student teach.	2/19/2018 8:49 AM
293	Context specific	2/18/2018 5:36 PM
294	Gradually increasing the amount they teach until full takeover.	2/18/2018 12:30 PM
295	very similar to my prior response, multiple opportunities to practice in several settings with time for reflection and feedback regarding high leverage and evidence based practices - this includes opportunities to engage in inclusive settings	2/17/2018 9:54 PM
296	two semesters one gen ed/ one exe ed	2/17/2018 9:26 AM
297	Extended time up to an entire semester - with an appropriate placement and an excellent master teacher. Time for planning, instruction, assessment, and curriculum work should be part of the structure.	2/16/2018 10:45 PM
298	Education occurs in the school district they are placed in.	2/16/2018 7:54 PM
299	Extending the classroom time would enable programs to embed their instruction in the P-12 setting. Various techniques and skills would be addressed, and reinforced, as they become relevant in the classroom setting.	2/16/2018 6:39 PM
300	I would support having a student teacher for the entire semester so that there could be sufficient time for getting to know that students and their backgrounds, observing me and other classroom teachers, co-teaching classes, then solo work for the student teacher with sufficient time to release classes back for a smoother transition.	2/16/2018 5:03 PM
301	This needs to be worked out between local schools and colleges to see what is possible.	2/16/2018 4:27 PM
302	On site clinical experiences. I advocate several ST in the same school. Then the FS can create a "round" in which all travel together to observe the others teaching. They video tape and review together. Then they reflect on their observations orally and in written form with supportive theories. The constructive criticism shared in a clinical round supports students and reinforces good practice for everyone.	2/16/2018 4:23 PM
303	I believe several weeks on student teaching will suffice	2/16/2018 3:58 PM
304	Gradual release of responsibility to the student teacher.	2/16/2018 3:56 PM
305	A full semester with each co-operating teacher would be much more beneficial than the extra credits of university classroom studies.	2/16/2018 12:07 PM
306	Every day, all day that school is in session during the duration of student teaching.	2/16/2018 11:35 AM
307	A full 10 weeks should be considered. It is less about two different placements. Strategies, techniques and lesson planning can all be worked on in one setting. It allows for more in depth opportunities and to understand the daily grind of the classroom.	2/16/2018 11:19 AM
308	Again, increasing this for the student teacher is also an increase of responsibility on the part of the sponsor teacher.	2/16/2018 9:16 AM
309	Our institution requires 60 days.	2/15/2018 8:52 PM
310	At least one semester of full-time student teaching. Could be preceded by a single semester, teaching one course per day, and observing other classes/interacting with K-12 faculty.	2/15/2018 8:45 PM
311	A certain amount of days in a block of time (at least 2 weeks) where the student teacher is independently teaching so they get a feel for teaching solo.	2/15/2018 6:57 PM
312	The first week observing, assisting the teacher, and getting to know the students. Then they teach a couple partial lessons and the rest of the time full lessons.	2/15/2018 6:55 PM
313	I think that gradual increase of responsibility is important. Perhaps only the last week as a transition and not two. (Longer time teaching "full-time"). Less assignments for Teacher's College during this time.	2/15/2018 6:13 PM
314	Increasing responsibilities until they are independent for one full week or more.	2/15/2018 5:08 PM
315	I want to read more research on this topic and hear arguments from various perspectives.	2/15/2018 4:23 PM

316	It should be an entire semester in one placement. The students should be required to do all areas of teaching and be responsible for the class for a longer period of time, so they understand the requirements to be a successful teacher. This was how I did student teaching at Ohio State and it was much more beneficial than the current method. Students who are student teaching should also have more observations and the debriefing for these should be the teacher, student teacher, and supervisor. I also think having a principal do a short one is wonderful as well.	2/15/2018 4:19 PM
317	I'm not convinced it needs to be changed. I am of the opinion that if the structure of the program were changed prior to the culminating experience it would be more beneficial. I also believe that the student teacher should focus only on that part of their training and not have additional responsibilities placed on them by the college or university.	2/15/2018 3:44 PM
318	Full year experience, perhaps beginning with mornings in classrooms and afternoons within the schools with cooperating teachers and professors collaborating to ensure the blending of content knowledge and teaching strategies.	2/15/2018 3:25 PM
319	It should cover multiple dimensions in the area that the student is specializing in but most importantly should include rural, suburban and urban placements during the course of the student teaching experience.	2/15/2018 2:54 PM
320	Depends on the program. Our students already do 70 days across two age ranges (over two semesters). A rationale aligned with the professional development literature and uniqueness of the programs should determine the structure.	2/15/2018 2:23 PM
321	40 days with direct interaction with supervisor and principal.	2/15/2018 1:42 PM
322	40 days is not enough - and dividing between two schools is not effective. Make it one good experience that allows observation or activity in other grade or content items within that same school.	2/15/2018 1:22 PM
323	I believe completing the edTPA has become an overwhelming outcome the experience and doesn't give the student a chance to risk, practice new strategies and to observe multiple methods.	2/15/2018 12:00 PM
324	equal time at each placement to enhance candidate teaching experiences	2/15/2018 11:43 AM
325	similar to what is currently in the proposals	2/15/2018 11:23 AM
326	Again, CTE teacher candidates are adult learners required to have substantial work experience as well as education before teaching. As a result these folks are adults with full time jobs, homes and families. to student teach, many already have to take leave of absence from their jobs - or quit them. To add to the student teaching time period would only create a burden that would likely discourage people from choosing to certify, thus exacerbating the already severe shortage of CTE teachers in NYS. In almost 20 years of supervising student teachers in the field, I have never felt that additional time would have made any significant difference in their readiness to teach in their own classrooms. I suspect this may not be the case with younger, traditional aged student teachers. Please consider making an exception for CTE Certifications! This is essential!	2/15/2018 11:18 AM
327	The current format is adequate as long as the foundational and intermediate experiences are enhanced	2/15/2018 10:58 AM
328	Full term following the school calendar and schedule. For dual certification - 2 terms of student teaching.	2/15/2018 10:49 AM
329	not sure	2/15/2018 10:47 AM
330	See above. A continuum from participant observer to full-time teacher (supported by mentor), with benchmarks and matriculation determined by the EPP (with general but flexible guidance from NYSED).	2/15/2018 10:46 AM
331	Closely mentored experiences developing and implementing curricula, including guided reflection on those experiences.	2/15/2018 10:28 AM
332	School experiences vary depending on the semester - fall vs. spring. The school calendar follows a 180 day schedule. 45 days would be practical.	2/15/2018 10:27 AM
333	A full year of student teaching with two different assignments (first and second semesters) and exposure to a range of grade levels	2/15/2018 10:23 AM
334	At least a half a year in each of two placement.	2/15/2018 10:02 AM

335	I have done this for 30 years and am 100% against Ed TPA and portfolios that look like a novel. These have proven to be a huge distraction and overwhelm student teachers again and again. These kids need time to connect with kids, model our teaching and learn from their mistakes. The students they are teaching are not going to behave like words in a textbook and they should have ample time to experience real life teaching. We as their SBTE dissect every lesson identifying strengths and areas to improve. They should not be consumed and categorized by the unnecessary busywork of lengthy portfolios and 1 small snapshot of their teaching/experience for someone in Albany!!!	2/15/2018 9:42 AM
336	Student teaching should be a year long experience. This can take place at multiple locations, but the student teacher will have a years worth of curriculum to reflect on and use when preparing for future positions. They should have a rural, urban, and suburban placement across all content areas. If the certification is K-12, they should experience all 3 levels, elementary, middle school, and high school. If the certification is Elementary, they should experience both primary and intermediate. Etc.	2/15/2018 9:11 AM
337	the student teacher should be able to handle a daily teaching schedule effectively	2/15/2018 6:44 AM
338	Teach, reflect, adjust, teach, reflect	2/14/2018 9:02 PM
339	They should teach as much as possible	2/14/2018 8:48 PM
340	Full time student teaching	2/14/2018 6:40 PM
341	10	2/14/2018 6:27 PM
342	For secondary - 2 practica experiences -one in MS and one in HS of at least 35 days each along with a seminar for each.	2/14/2018 5:43 PM
343	More information from regional P-12 partners should be taken into consideration for this question. At this time my institution follows a model that places candidates in two 8-week placements for the entire student teaching semester. I am not sure if our partners would want an entire semester-long placement. We also require our candidates to receive a variety of placements. For example: If they are a childhood education candidate they have a primary (grades 1-3) and intermediate (grades 4-6) placement. Our adolescence candidates also have a 7-9 placement, and a 10-12 placement.	2/14/2018 4:38 PM
344	I think the time of 8 weeks is long enough for a student teacher to learn from the lead teacher and to discover their own teaching style.	2/14/2018 4:26 PM
345	More than 40 days might be beneficial, but I think most institutions already require more than 40 days. However, increasing to as many as 70 days is way too many in my opinion. This would be extremely difficult for higher education institutions based on the length of a semester! A reasonable number of days would be in the range of 50-55 days at minimum. At our institution I think it ends up being somewhere around 60 based on the length of the semester. This is a reasonable amount. Otherwise there is a strain on the resources of the institution and students.	2/14/2018 3:40 PM
346	Again, I think the answer should be flexibility. Programs should design experiences based on their niche and candidate needs. I wouldn't want to dictate to a program something other than a minimum.	2/14/2018 3:31 PM
347	This is something that is dependent on the number of hours related to pre-culminating experience	2/14/2018 3:31 PM
348	Again -- a teacher residency model would be best that would provide student teachers with extended time, more practice, immersion in a school setting, and access to school-based professional development opportunities.	2/14/2018 3:21 PM
349	Student teaching for SUNY candidates is currently 75 days in two placements. This gives students the chance to have a meaningful experience in two settings. The edTPA is a burden that has had very negative impact on the learning that goes on during student teaching. The exam prep "takes over" the candidate's thinking during the first placement when they should be focusing on learning how to teach. The second placement is overshadowed with the obligation to write up the edTPA for submission before graduation. Too much distraction from the main purpose of student teaching!!!	2/14/2018 3:18 PM
350	The residence structure could be considered where the student is given full charge of the class.	2/14/2018 3:09 PM
351	full semester	2/14/2018 3:06 PM
352	SUNY requires 75 days	2/14/2018 2:50 PM
353	A full semester	2/14/2018 2:38 PM

Q23 Given this structure, what should be the length of the culminating clinical experience (student teaching)?

Answered: 356 Skipped: 238

#	RESPONSES	DATE
1	60 days. In our program, one full semester is just over 60 days. Anything over 60 days could become problematic because we are then pushing into another semester. Fall semester is challenged with multiple holidays, especially for religiously observant students, and spring semester is complicated by the public school breaks and the college breaks happening at different times.	3/26/2018 11:32 PM
2	A semester-long placement provides adequate time for candidates to develop and improve their practice. More than 60 days will require the clinical experience to extend into an additional semester. This would require added coursework and supervision and will make it very difficult for students to complete their certification as undergraduates. Our students complete Student Teaching in the Fall of their Senior year. During this year, students are also completing their Senior theses. Now with edTPA, they complete the equivalent of an Education thesis. They are overloaded and stressed out with all the hoops they have to jump through in order to be certified as a teacher. Adding additional hoops will have the direct effect of further reducing enrollments in our program. In addition, we purposely have our students complete Student Teaching in the Fall semester because in many schools, the Spring semester focuses on test prep and it is difficult for them to obtain actual time to teach and lead instruction.	3/26/2018 6:31 PM
3	I'm not certain of the length. When providing student teachers with the tools to transition into student teaching, we're hoping you will see the value of including school librarians in your recommendations. Our inclusion does not have to significantly add to the program recommendations, but a few hours in the clinical experiences could have a substantial impact on future student learning.	3/23/2018 7:44 PM
4	As I mentioned earlier one semester of student teaching for speech-language pathology and audiology seems sufficient.	3/22/2018 10:43 PM
5	50-55 days	3/22/2018 9:57 PM
6	I don't think it's necessary for a mandate to specify an exact number. Rather, notions about proficiency should be the focus.	3/22/2018 8:23 PM
7	one semester	3/22/2018 7:40 PM
8	semester long	3/22/2018 7:00 PM
9	See above.	3/22/2018 6:58 PM
10	One semester	3/22/2018 6:38 PM
11	SO LONG AS CANDIDATES CAN a) use their teaching employment.....or, b) as in the case of an internship certificate, can stay in their teaching job (which may require staying in one grade), or c) can take a teaching job for one or both semesters of the culminating clinical experience, THEN it is much more valuable for them to do two semesters -- I would even go up to 75 or 80 days total. BUT, if the above conditions do not pertain, then it is simply shooting down a cadre of wonderful candidates who have not the means to go without a salary. AGAIN....please remember to have as a mental referent, both a student teaching pathway and some version of an "internship" road.	3/22/2018 6:18 PM
12	Increase to 120 hours, and re-visit, based on feedback FROM THE MENTORS and the MENTEES.	3/22/2018 3:43 PM
13	I recommend 60 days minimum, in order to allow adequate preparation even when conditions, such as weather, illness, etc. temporarily interfere.	3/22/2018 3:28 PM
14	Teacher candidates should student teach for the entire semester.	3/22/2018 3:20 PM

15	7. The recommendation language as written is unclear about whether two placements are allowed. Currently, all of the definite and indefinite articles are singular, as is the phrase "culminating experience." There is no indication in the language as written that the 70 days could be divided into multiple placements. The old language was very clear (at least two college-supervised student teaching experiences of at least 20 days; or at least one college-supervised student-teaching experience of at least 40 days). If this is what you mean, but the number of days is longer, please change the language to say "at least two college-supervised culminating clinical experiences of at least 35 days; or at least one college-supervised culminating clinical experience of at least 70 days."	3/22/2018 3:10 PM
16	one semester	3/22/2018 2:49 PM
17	a minimum between 8 and 12 weeks, with the blessing of adding more at a program's discretion	3/22/2018 2:47 PM
18	minimum of 40 days, recommendation of 70	3/22/2018 2:37 PM
19	A minimum of 70 hours for a semester; but would like to see at least a full public school semester of 20 weeks (100 hours). A full year of public school student teaching with an outstanding mentor would be ideal.	3/22/2018 2:30 PM
20	40 days	3/22/2018 1:55 PM
21	One semester of day to day clinical plus the pre semester building the relationship idea. (see above)	3/22/2018 12:51 PM
22	The design and the objectives are not conditional on a specific length. Focus more on what objectives we want, and less on time. There is no evidence that more or less time creates more or less effective teachers.	3/22/2018 12:18 PM
23	Minimum of 40 hours	3/22/2018 12:02 PM
24	1 full semester (public school calendar) w/ a host teacher teaching at least two different	3/22/2018 12:01 PM
25	16 weeks.	3/22/2018 11:47 AM
26	One semester. A longer period would be desirable but is impractical.	3/22/2018 11:42 AM
27	40 days	3/22/2018 10:28 AM
28	yes	3/22/2018 10:11 AM
29	We do full time for a semester, but again over regulating this doesn't make sense for the wide variety of situations all universities have.	3/22/2018 10:02 AM
30	One semester	3/22/2018 10:00 AM
31	While teachers always improve with experience, not everything can be covered in a collegiate setting. Students have limited financial aid and time. Will drastic changes decrease the already small teacher pool?	3/22/2018 9:06 AM
32	I think keeping the length of days the same, but picking up all the courses earlier would suffice.	3/22/2018 9:00 AM
33	40 days	3/22/2018 8:53 AM
34	Current length remains	3/22/2018 8:28 AM
35	one year.	3/22/2018 8:16 AM
36	The minimum length of student teaching should be no more than a semester long, including leeway of about 5 days for snow days and illness, and 5 added days for set up and culminating activities. Regulations should allow for up to a year of student teaching, however mandating this would add undue burden in cost and time to potential candidates who need to work while attending school to support families, and for whom internship wages negotiated schools will not offer enough support. Requiring more than a semester's student teaching also undercuts on campus study time and attentiveness when exhausted students still have core and certification-specific content knowledge to develop,	3/22/2018 7:17 AM
37	70 days within a college semester.	3/21/2018 11:08 PM
38	50 days.	3/21/2018 11:00 PM
39	14 weeks in 1 placement	3/21/2018 10:59 PM

40	If the length is to be extended, the number of days should be within the scope of one semester. The proposed 70 days is not within the length of a typical semester. The overlap of the P-12 calendar and the higher education calendar leads to a maximum number of days closer to 65. Programs should be able to determine if they want to use some days of the semester to prepare for or reflect upon the placement. For example, with two placements, we have a few days between placements to allow student teachers time to reflect on their experiences and begin to work on their edTPA commentaries.	3/21/2018 9:13 PM
41	The length of the student teaching placements could stay the same, but if the minimum number of days must increase, it should be to no more than 60 days. Any more than this will likely not fit into the standard semester. For liability purposes, most institutions must run student teaching courses within the confines of their academic calendar. When you count up the number of P-12 school holidays in a given semester, it is rare for their to be much more than 65 teaching days within a semester. If there are snow days or other days when school is cancelled, it can get tricky to have much more than 60 days of student teaching within the confines of a typical IHE semester.	3/21/2018 8:55 PM
42	a full semester (1/2) year minimum perhaps an entire school year.	3/21/2018 8:54 PM
43	35 days	3/21/2018 8:37 PM
44	For TSSLD candidates 8-9 week student teaching placements are recommended	3/21/2018 8:07 PM
45	40 days does not seem long enough.	3/21/2018 4:48 PM
46	Possibly 300-350 hours and 4 consecutive days.	3/21/2018 4:33 PM
47	We believe that ideally the current requirement could be increased, but we are skeptical of the ability of all partners involved to ensure this effectively.	3/21/2018 3:46 PM
48	40 days	3/21/2018 3:13 PM
49	See above	3/21/2018 2:19 PM
50	60-65 days of student teaching	3/21/2018 1:44 PM
51	I do not have a specific number of days, though I think a full semester would be great. The 70 days proposed would be hard to meet in one semester due to the misalignment of P-12 and college calendars as well as vacation days.	3/21/2018 1:30 PM
52	70 - 80 days.	3/21/2018 12:48 PM
53	Each placement should be 6-7 weeks long. This allows for two placements in one semester. While a longer placement would allow students to become more masterful in one area, student teaching in two placements allows candidates to get more experience in different classrooms, which is ultimately beneficial.	3/21/2018 12:24 PM
54	55 - 60 days.	3/21/2018 12:13 PM
55	A full semester (16 weeks) with one teacher is ideal, but is not currently an option for most of our cooperating teachers.	3/21/2018 11:39 AM
56	70-75 days	3/21/2018 11:31 AM
57	A minimum of 80 teaching days	3/21/2018 10:35 AM
58	200 hours	3/21/2018 9:45 AM
59	Two 7-week placements.	3/21/2018 7:57 AM
60	Same	3/21/2018 7:40 AM
61	12 Weeks	3/21/2018 7:12 AM
62	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/20/2018 10:13 PM
63	See above.	3/20/2018 9:09 PM
64	The final student teaching placement should be 8 weeks.	3/20/2018 8:00 PM
65	N/A	3/20/2018 7:39 PM
66	10-13 weeks	3/20/2018 7:20 PM
67	15 to 16 weeks of full-time student teaching in 2 blocks of time	3/20/2018 6:21 PM

68	12 weeks	3/20/2018 6:03 PM
69	40 consecutive days.	3/20/2018 4:39 PM
70	One semester of student teaching or one year of paid internship.	3/20/2018 4:39 PM
71	16 weeks or current length and structure	3/20/2018 3:40 PM
72	At least one full semester.	3/20/2018 3:33 PM
73	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/20/2018 2:24 PM
74	Sharing their 4 reflections and group discussion with peers.	3/20/2018 2:19 PM
75	A full semester of student teaching.	3/20/2018 1:57 PM
76	It should be a full semester. That's approximately 15 weeks.	3/20/2018 1:56 PM
77	See above...One quarter or trimester... at each level	3/20/2018 1:17 PM
78	A 70-day culminating clinical experience would require a full semester of full-time teaching or longer (i.e., 14 weeks) for IHEs, which complicates the process of providing scaffolding before, during, and after the student teaching experience to support candidates' learning. Scholarship persistently supports the idea that pre-service teachers do not have the same depth of knowledge/expertise, degrees of automaticity, and facility with complex practices as experienced teachers - and thus, they are slower to enact these practices and require more reflection time to do so than experienced teachers. The proposal at hand likely would eliminate a considerable degree of that "reflection-on-practice" (rather than "in-practice") learning time, especially for candidates in master's-degree programs where coursework is concurrent with clinical experience. The work group and NYSED should consult research on: (1) correlations of clinical experience length with various teaching metrics (e.g., from performance-based assessments of teaching practice to teachers' perseverance in the field); and (2) the implications of the qualities of clinical experience, rather than length. It seems like research on (2) is more plentiful than research on (1); and that the selection of 40 or 70 days represents an arbitrary number, rather than one based on evidence. By "qualities" of the clinical experience, I mean: (1) strong communication with and support and leadership from school-based mentors (e.g., Moulding et al., 2014); (2) stable school environments and rich interactions with student support networks (e.g., Kraft & Papay, 2014); (3) experience with curriculum goals as collaborative gatekeepers/mediators; (4) working with educators who focus intensively on the kinds of practices by which candidates are assessed (e.g., via the edTPA and CCAST), so candidates don't have to mediate different sets of evaluation demands. Quality/criteria matters more than quantity/length.	3/20/2018 10:41 AM
79	14-16 weeks	3/20/2018 9:25 AM
80	I feel the present requirements adequately prepare future teachers.	3/19/2018 10:51 PM
81	What is required now.	3/19/2018 6:03 PM
82	A full year. Or, perhaps, one placement for a full semester.	3/19/2018 5:47 PM
83	One full college semester seems reasonable.	3/19/2018 4:12 PM
84	40 days per placement is appropriate	3/19/2018 3:12 PM
85	The current standard is appropriate.	3/19/2018 3:12 PM
86	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/19/2018 1:28 PM
87	one full semester	3/19/2018 11:41 AM
88	I like the recommended proposal.	3/19/2018 10:02 AM
89	one academic year.	3/19/2018 9:24 AM
90	40 weeks should be fine as long as it is focused and intentional.	3/19/2018 8:54 AM
91	40 days	3/19/2018 7:49 AM
92	1 Semester	3/19/2018 7:36 AM

93	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
94	6 to 8 weeks	3/18/2018 9:16 PM
95	More experience is always beneficial, but I worry about the impacts to student finances if credits are added to their current program plans.	3/18/2018 9:02 PM
96	A total of one academic year at a variety of grade levels. Most other fields of study have internships that are at least this level of commitment.	3/18/2018 8:41 PM
97	an entire year	3/18/2018 7:26 PM
98	80 days of Student Teaching, with the expectation that student teachers have taken up 3/4ths of the teaching responsibilities by the end of the semester.	3/18/2018 7:11 PM
99	1 semester	3/18/2018 6:25 PM
100	At least one quarter (10 weeks) in a middle school and one quarter in a high school and maximum 2 quarters each.	3/17/2018 10:00 PM
101	at least 150 hours	3/17/2018 9:53 PM
102	a full semester	3/17/2018 11:16 AM
103	Fine as is	3/16/2018 6:52 PM
104	The length of student teaching should be based on the college's semester, where housing for student teachers that live on campus is not compromised. In addition, our spring semester does not typically begin until the last week of January so not only is housing earlier in January a concern, but registration costs (financial aid) could be impacted if the student teachers needed to begin right after the new year to mesh with P-12 school schedules. This is a difference of three weeks.	3/16/2018 3:07 PM
105	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/16/2018 2:59 PM
106	I don't know that the time needs to be lengthened; rather, the quality and frequency of the interactions between the higher ed reps and the P-12 professionals needs improvement.	3/16/2018 2:35 PM
107	See previous answer for number. For most programs it still seems beneficial to have two experiences in different grade levels, subject areas to better prepare teacher candidates.	3/16/2018 1:44 PM
108	whole semester	3/16/2018 1:14 PM
109	7-8 weeks	3/16/2018 12:58 PM
110	At least one semester, 20 weeks, or more.	3/16/2018 12:41 PM
111	Same, quality over quantity	3/16/2018 11:52 AM
112	Minimum 45 days	3/16/2018 10:46 AM
113	It should be a full semester long.	3/16/2018 10:40 AM
114	20 weeks	3/16/2018 9:44 AM
115	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS	3/15/2018 9:11 PM
116	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/15/2018 6:35 PM
117	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS	3/15/2018 3:29 PM
118	Depends on when the student shows competency.	3/15/2018 1:57 PM
119	At least 70 non-consecutive days. Consecutive days would negatively affect some Teacher Education Programs in NYS.	3/15/2018 1:18 PM
120	90 days. Half of a school year.	3/15/2018 12:49 PM
121	8 weeks in at least two different settings	3/15/2018 12:12 PM

122	I do not have a strong opinion on this.	3/15/2018 6:10 AM
123	an additional 3-4 weeks beyond the 40 days	3/14/2018 11:41 PM
124	I believe this should be a year long experience that follows the structure of the public or community calendar. I see it best in the same place with the option of a move mid year if needed.	3/14/2018 3:44 PM
125	I believe the total for both settings can be higher than 40 days - perhaps 50 or even 60. I think 70 days may be problematic to fit into a college semester, especially when accounting for public school holiday.	3/14/2018 3:16 PM
126	40 days has proven sufficient in the past (I have had 21 student teachers thus far.)	3/14/2018 2:58 PM
127	60 days (12 weeks) of student teaching	3/14/2018 1:08 PM
128	a semester (80 days minimum)	3/14/2018 12:23 PM
129	40 days	3/14/2018 11:49 AM
130	Two full semesters	3/14/2018 11:47 AM
131	Perhaps 60 days	3/14/2018 10:37 AM
132	12 weeks	3/14/2018 9:39 AM
133	40 days in 3 different settings	3/13/2018 3:52 PM
134	No Change	3/13/2018 3:43 PM
135	8 weeks	3/13/2018 3:39 PM
136	1 semester at least.	3/13/2018 3:08 PM
137	at least 1 full semester per grade exposure	3/13/2018 3:07 PM
138	2 semesters	3/13/2018 3:04 PM
139	2 semesters	3/13/2018 3:03 PM
140	Half a school year	3/13/2018 3:02 PM
141	Half a school year.	3/13/2018 3:02 PM
142	Student teaching should at least be half a school year.	3/13/2018 3:01 PM
143	two semesters/year	3/13/2018 3:00 PM
144	6 months to least	3/13/2018 3:00 PM
145	a year	3/13/2018 3:00 PM
146	70 plus days	3/13/2018 2:57 PM
147	2 semesters	3/13/2018 2:53 PM
148	semester	3/13/2018 7:47 AM
149	One semester.	3/12/2018 3:49 PM
150	180 days	3/12/2018 2:19 PM
151	50 days	3/12/2018 1:59 PM
152	8 weeks, 8 weeks - experience in two different placements	3/12/2018 12:23 PM
153	fall semester or spring semester as aligned to college calendars	3/12/2018 11:58 AM
154	At least 75, and there should be something in the document that specifies full-year or even two-semester teacher residency experiences as the ideal. TeachNY is clear about residencies being the ideal, which is aspirational and is what the Clinical Practice Group document should be as well.	3/12/2018 10:47 AM
155	The current length is appropriate.	3/12/2018 8:55 AM
156	January through May.	3/11/2018 10:08 PM
157	90 days	3/11/2018 7:54 PM
158	one year	3/11/2018 6:17 PM

159	50 days as a minimum with a recommendation for more would be adequate. There are situations where 60 days is not realistic for some candidates.	3/11/2018 3:00 PM
160	2 placements in different instructional settings (diverse in terms of socioeconomic, population size, grade level) - each corresponding to a full marking period placement (length determine by school district marking period). **I do think that if a student teacher is hired by a district after completing a predetermined minimum placement- as determined by the state- that they should be exempt from additional student teaching. Ex- they had a first placement in a school district, who then wanted to hire them to fill a position = completion of student teaching and exempt from second placement.	3/11/2018 1:03 PM
161	Again, this may be determined by each institution in response to their program's structure	3/10/2018 10:00 PM
162	I think the current length is fine. By the time you hit 20 days with a student teacher, frankly, you are ready to have your classes back. Student teachers can be wonderful experiences but if you have someone that is only okay, you as the teacher have to do damage control with your students to get them back on track. I know that this is a learning process and the first placement is vastly different than the second placement. I think that overall, my students want me as their teacher. Extending the time of a student teacher does have an impact on my experience with them. I like student teachers and understand the importance of them in my classroom. I want to give them a taste of what they are experiencing and I believe the current length of placement is long enough.	3/10/2018 12:49 PM
163	1 year	3/9/2018 9:51 PM
164	I don't know.	3/9/2018 9:51 PM
165	Keep what we have been doing now	3/9/2018 9:48 PM
166	6 weeks	3/9/2018 6:01 PM
167	90 days, full half year	3/9/2018 5:37 PM
168	40 weeks	3/9/2018 5:25 PM
169	???	3/9/2018 4:28 PM
170	Ideally one semester but not mandated.	3/9/2018 3:49 PM
171	The full length of one academic semester (14 weeks)	3/9/2018 3:34 PM
172	8 weeks	3/9/2018 1:57 PM
173	60 - 70 days	3/9/2018 11:28 AM
174	1 full academic year including summer planning	3/8/2018 9:03 PM
175	I understand the desire to increase the number of days but I am not sure how this would be possible unless the student teacher is expected to have a fall placement and then a spring placement. There aren't enough days otherwise.	3/8/2018 5:58 PM
176	full semester	3/8/2018 3:19 PM
177	no more than 10 weeks of full school days	3/8/2018 3:17 PM
178	not sure.	3/8/2018 2:50 PM
179	This would require us to move to semester-long student teaching placements, but I think this will ultimately strengthen students' experience, give them more time to complete edTPA, and put us better in line with the rest of the profession.	3/8/2018 1:51 PM
180	1 semester	3/8/2018 1:34 PM
181	The length of student teaching should follow the college calendar, and be at minimum, a semester long. While public schools begin classes the day after New Years, for example, and end sometime in mid to late June, our college candidates do not begin in their sites until the first day of the college semester, usually the last Monday of January, and finish in mid-May, the week before graduation. There are various legal issues related to starting our students any earlier and finishing later.	3/8/2018 11:47 AM
182	Same as now.	3/8/2018 10:00 AM
183	Defined as a semester	3/7/2018 10:16 PM
184	Unsure	3/7/2018 9:47 PM
185	One year	3/7/2018 6:05 PM

186	The more the better, but 40 if fine. Perhaps a range 40-50??	3/7/2018 4:34 PM
187	I think that student teaching should be at least 55 days in a semester.	3/7/2018 4:12 PM
188	16 weeks	3/7/2018 2:14 PM
189	70 days	3/7/2018 12:06 PM
190	6 months	3/7/2018 11:36 AM
191	One full semester	3/7/2018 11:08 AM
192	60 days	3/7/2018 11:08 AM
193	Not sure	3/7/2018 11:03 AM
194	70-75 days	3/7/2018 9:25 AM
195	60 days	3/7/2018 8:37 AM
196	Our present amount over 1 semester is already working well. We had a 93% edTPA passing rate prior to the state reducing the proficiency requirements.	3/7/2018 8:01 AM
197	75 hours in two parts makes the most sense to me.	3/7/2018 12:31 AM
198	Institutions should have agency to extend the student teaching experience beyond 40 days on a case by case basis.	3/6/2018 3:33 PM
199	The more, the better	3/6/2018 2:19 PM
200	4 months	3/6/2018 1:53 PM
201	This should span the entire semester.	3/6/2018 1:34 PM
202	3 months	3/6/2018 1:25 PM
203	At least half the district school year	3/6/2018 12:54 PM
204	One semester.	3/6/2018 12:22 PM
205	1 year	3/6/2018 11:58 AM
206	80 days would be a little less than half a year. 90 days would. Be a half a year. In other words, 40 days as it is now plus the rest of a semester. 80 days or more. Maybe even 180, a whole year.	3/6/2018 11:50 AM
207	Not sure.	3/6/2018 10:45 AM
208	60 days	3/6/2018 10:35 AM
209	a semester	3/6/2018 9:35 AM
210	One full school year	3/5/2018 10:47 PM
211	2 full terms. That is sufficient.	3/5/2018 9:58 PM
212	A minimum of 16 weeks....and if I could have my way, a year long internship would be ideal.	3/5/2018 7:22 PM
213	20 weeks?	3/5/2018 3:09 PM
214	xyz	3/5/2018 2:25 PM
215	I think that ten weeks is a reasonable amount of time for student teaching. Working full time for no pay while paying tuition for any longer than that is a lot to ask of anyone, particularly those from disadvantaged backgrounds who are under-represented in our field.	3/5/2018 12:45 PM
216	see above	3/5/2018 12:30 PM
217	At least 10 weeks	3/5/2018 11:55 AM
218	.	3/5/2018 11:41 AM
219	Just student teaching or all the clinical hours?	3/5/2018 10:35 AM
220	see above	3/5/2018 9:47 AM
221	One year	3/4/2018 3:21 PM
222	40 days	3/4/2018 12:11 PM

223	One full semester per certification	3/3/2018 6:41 PM
224	Half of the semester (8 weeks) in Elementary placement and 8 weeks in secondary	3/3/2018 5:10 PM
225	1year	3/2/2018 5:32 PM
226	One semester	3/2/2018 5:32 PM
227	A full semester	3/2/2018 4:55 PM
228	2 semesters	3/2/2018 2:46 PM
229	One semester minimum (70+ days)	3/2/2018 10:25 AM
230	60 days	3/1/2018 7:54 PM
231	A school quarter	3/1/2018 6:26 PM
232	Two, six week placements	3/1/2018 4:12 PM
233	Minimum 5 months, maximum 10 months.	3/1/2018 2:06 PM
234	Not sure	3/1/2018 1:58 PM
235	15 weeks full time	3/1/2018 11:29 AM
236	I am an advocate for residency programs so that is almost a full year. If that is not an option, at least half a year (start during PD days in August and end in January).	2/28/2018 7:55 PM
237	70 days	2/28/2018 4:20 PM
238	I think that sixteen weeks is sufficient. Three four-week cycles of observation, independent instruction, and feedback/observation followed by a four-week cycle of co-teaching and feedback/observation. There should also be the option for this to be extended, however, if the student teacher shows progress but not enough growth to be a solid candidate for a teaching position yet.	2/28/2018 4:15 PM
239	Right now it is a semester in length. To make it greater than a semester compounds issues on all levels-financial, scheduling, placement for the student, the host teachers, the student families, the public school administrators	2/28/2018 3:25 PM
240	1 semester- longer would harder for our students who need to work for money	2/28/2018 3:15 PM
241	See above.	2/28/2018 10:37 AM
242	One semester.	2/27/2018 5:47 PM
243	I believe that I addressed this question in the previous section.	2/27/2018 3:50 PM
244	5 weeks per placement is ideal so 10 weeks in the classroom	2/27/2018 2:33 PM
245	The equivalent of all day in school from the beginning of the semester until the end of the colleges semester.	2/27/2018 2:04 PM
246	15 weeks	2/27/2018 10:56 AM
247	Seems about right as it stands now.	2/27/2018 9:58 AM
248	When alternate routes to education allow no student teaching, increasing the demands on traditional teacher prep is unfair. If it is equal for all future teachers, 50 hours is reasonable (but NOT 50 hours per certification)	2/26/2018 7:15 PM
249	20 weeks (10 each semester)	2/26/2018 6:10 PM
250	Five months long at a placement.	2/26/2018 5:20 PM
251	It's fine. I disagree with the sentiment that teachers need more training. Many if not most professions involve some period of learning on the job. And this job has changed in 15 fundamental ways in the past 10 years. You are cutting off your supply of new teachers by making everything so impossible for new candidates.	2/26/2018 4:56 PM
252	The current time frame is acceptable.	2/26/2018 10:31 AM
253	Two semesters	2/26/2018 10:09 AM
254	a full semester of school	2/25/2018 7:51 PM

255	40 days	2/25/2018 7:13 PM
256	Full time full year.	2/25/2018 11:40 AM
257	10 weeks minimum	2/24/2018 11:30 PM
258	I think student teaching should be at least one whole semester for primary and/or another whole semester for intermediate.	2/24/2018 8:37 PM
259	Year long; two semester, fully funded.	2/24/2018 3:17 PM
260	Depends on progress	2/24/2018 10:36 AM
261	Over the course of their entire teacher preparation program	2/23/2018 8:04 PM
262	I realize that it is a tricky balance between getting the teachers the coursework they need within a time period that they can afford to pay tuition. But, I would err on the longer the better and train the host teacher on how to mentor and coach the student teacher on key lessons they need to know. I believe classes are important but you learn to teach by teaching.	2/23/2018 8:03 PM
263	Half of the school year which would include , start up, first and second report cards, and Parent teacher conferences as well as Getting to Know you Open House.	2/23/2018 6:19 PM
264	Full year	2/23/2018 5:04 PM
265	I agree with a "full semester" experience of student teaching.	2/23/2018 4:58 PM
266	90 days	2/23/2018 4:28 PM
267	a full year	2/23/2018 1:04 PM
268	full semester (14 weeks) full time teaching 5 days a week	2/23/2018 12:12 PM
269	Same as is, with option for longer given the fiscal burdens to non traditional teacher ed students.	2/23/2018 8:02 AM
270	2 semesters for an additional 100-120 days	2/22/2018 5:55 PM
271	I would like to see a full year of student teaching but in surveying cooperating teachers they seem to like having the student teachers for half a semester. I don't know how this would play out if the CT was compensated more, however, given my program is a SUNY program, we are limited to \$200 or \$250 tuition waiver which can't compete with the private schools.	2/22/2018 4:42 PM
272	Ideally, I would like a full-year student teaching experience so a student teacher can see some classes from the start of the school year until its completion, Financially, this would be a burden for many of our students unless student teaching were compensated in some way. Realistically, I am OK with our current requirement of 75 days.	2/22/2018 4:42 PM
273	14 weeks.	2/22/2018 3:31 PM
274	14 weeks times 5 days a week	2/22/2018 2:05 PM
275	two semesters for a total of 300 hrs. 150 per semester	2/22/2018 10:26 AM
276	One full semester from Day one of school not beginning in mid September or October. They need to learn how to set up classrooms, do formative assessments, make time to learn students and names and the school policies for working with families. If it is the second semester, the clinical experiences need to extend until the end of the school year so they learn how to grade, administered tests,and all other end of year school culture events.	2/21/2018 4:59 PM
277	The recommended 70 days is currently being met by our program. I recommend considering dropping it to a lower number such as 65 or 68 in order to guarantee that the number of days can be met during a standard semester when events like school breaks, holidays, and snow days are factored in. I agree that the current 40 days is not sufficient.	2/21/2018 3:36 PM
278	12 weeks minimal	2/21/2018 3:24 PM
279	Often student teachers merely have an opportunity to be a "solo" teacher for a very brief period of time and the experience is too short. The better part of a year should be spent in schools learning and teaching.	2/21/2018 1:25 PM
280	11-12 weeks of full-time or the equivalent of half-time teaching	2/21/2018 9:21 AM
281	Two 8 week placements (40 days at each placement). If the credit limit goes above 126 in NYS, then I would be in favor of increasing the length of student teaching.	2/20/2018 4:02 PM

Clinical Practice Work Group Draft Recommendations Survey

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282	50	2/20/2018 1:32 PM
283	50 days	2/20/2018 10:29 AM
284	Two placements 4-6 weeks each, 40 - 60 days	2/20/2018 12:57 AM
285	One semester of full-time student teaching	2/19/2018 6:46 PM
286	If we stick to a semester, 70 hours works, if we considered alternative student teaching models-- like year long student teaching/site based, I think rolling in some of the pre-student teaching 200 hours would be useful	2/19/2018 5:58 PM
287	70 days	2/19/2018 5:42 PM
288	two placements 120 hours each.	2/19/2018 1:36 PM
289	They should go a who year. Maybe one semester at one placement and the next 15 weeks at a different placement.	2/19/2018 12:36 PM
290	Unknown	2/19/2018 9:26 AM
291	8-10 weeks, however I propose there are two placements of 6-8 weeks with Special Education included.	2/19/2018 8:49 AM
292	Context specific	2/18/2018 5:36 PM
293	7-8 weeks	2/18/2018 12:30 PM
294	more than 40 - perhaps two semesters? thinking outside the box, perhaps student teaching and then a mentoring program once hired	2/17/2018 9:54 PM
295	2 semesters	2/17/2018 9:26 AM
296	A semester.	2/16/2018 10:45 PM
297	One to two years	2/16/2018 7:54 PM
298	While I have not made a firm decision, I would like to see candidates in a school setting for an entire school year.	2/16/2018 6:39 PM
299	One placement, one semester.	2/16/2018 5:03 PM
300	200 hours or more, depending on the financial and credit situation at the college. If the state wants CUNY to add the hours, then funds should be available for Coop teachers, faculty, students.	2/16/2018 4:23 PM
301	Eight or more weeks	2/16/2018 3:58 PM
302	Full day, full week for semester.	2/16/2018 3:56 PM
303	I think 40 days is an acceptable amount of time.	2/16/2018 2:14 PM
304	2 full semesters, while eliminating a semester of non-essential requirements at the university	2/16/2018 12:07 PM
305	Student teaching should last each day that the college is in session during 1 full semester. If students are not demonstrating adequate competency after the first semester they should be required to extend their student teaching experience.	2/16/2018 11:35 AM
306	10 weeks	2/16/2018 11:19 AM
307	20 weeks in the same school 10 weeks each semester first 2 weeks of each should be observation and transition	2/16/2018 11:08 AM
308	60-80 days	2/16/2018 9:16 AM
309	One semester	2/15/2018 10:22 PM
310	Our institution already exceeds the minimum.	2/15/2018 8:52 PM
311	1-2 semesters.	2/15/2018 8:45 PM
312	At least 6 or 7 weeks in one classroom, with two classroom experiences.	2/15/2018 6:57 PM
313	I would say split this up into 2 sections of the college semester.	2/15/2018 6:55 PM
314	8-10 weeks	2/15/2018 6:13 PM
315	At least 70 days.	2/15/2018 5:08 PM

316	I am not sure yet.	2/15/2018 4:23 PM
317	a semester minimum. If EI Ed or Special Ed, maybe 2 semesters would be beneficial.	2/15/2018 4:19 PM
318	I believe it is acceptable as is.	2/15/2018 3:44 PM
319	Full year, September through May/June.	2/15/2018 3:25 PM
320	Two semesters.	2/15/2018 2:54 PM
321	Depends.	2/15/2018 2:23 PM
322	40 days.	2/15/2018 1:42 PM
323	The suggestion of 70 days seems reasonable.	2/15/2018 1:22 PM
324	I can't give you a number	2/15/2018 12:00 PM
325	40-50 days	2/15/2018 11:43 AM
326	two, eight week segments	2/15/2018 11:23 AM
327	40-50 days. No longer!!	2/15/2018 11:18 AM
328	40 days	2/15/2018 10:58 AM
329	1 full term. I would love to see 2 terms but that becomes impossible for many MST students based on finances. If scholarships/stipends could be provided then two terms would be ideal.	2/15/2018 10:49 AM
330	not sure	2/15/2018 10:47 AM
331	See above.	2/15/2018 10:46 AM
332	40 days is realistic. Although I understand the rationale behind increasing this number, it has become extremely difficult to squeeze the student teaching practicum and edTPA preparation into a semester. Our institution has actually had to reduce the number of student teaching days because our students were so stressed out about edTPA and needed extra time to complete their portfolios. If the total number is increased to 70 days, it is possible that we would be forced to eliminate our teacher certification programs. This change sounds very good on paper, but would be extremely difficult to implement. Given the coming teacher shortage, I believe the increase would be short sighted.	2/15/2018 10:28 AM
333	45 days	2/15/2018 10:27 AM
334	See above	2/15/2018 10:23 AM
335	One full year	2/15/2018 10:02 AM
336	I feel that each level of student teaching should be 1 week longer. It's difficult because for most of the experience they are on the public school schedule but then they end with the college schedule	2/15/2018 9:42 AM
337	A full year.	2/15/2018 9:11 AM
338	same as now	2/15/2018 6:44 AM
339	160-170 days	2/14/2018 10:14 PM
340	50 days	2/14/2018 9:02 PM
341	40 days	2/14/2018 8:57 PM
342	150-250	2/14/2018 8:48 PM
343	10 to 20 weeks	2/14/2018 6:40 PM
344	10	2/14/2018 6:27 PM
345	For secondary - 2 practica experiences -one in MS and one in HS of at least 35 days each	2/14/2018 5:43 PM
346	School calendars will vary each year, but candidates should be able to complete at least 65 days.	2/14/2018 4:38 PM
347	16 weeks total	2/14/2018 4:26 PM
348	50-55 days	2/14/2018 3:40 PM
349	3 months in two different placements	2/14/2018 3:32 PM
350	N/A	2/14/2018 3:31 PM

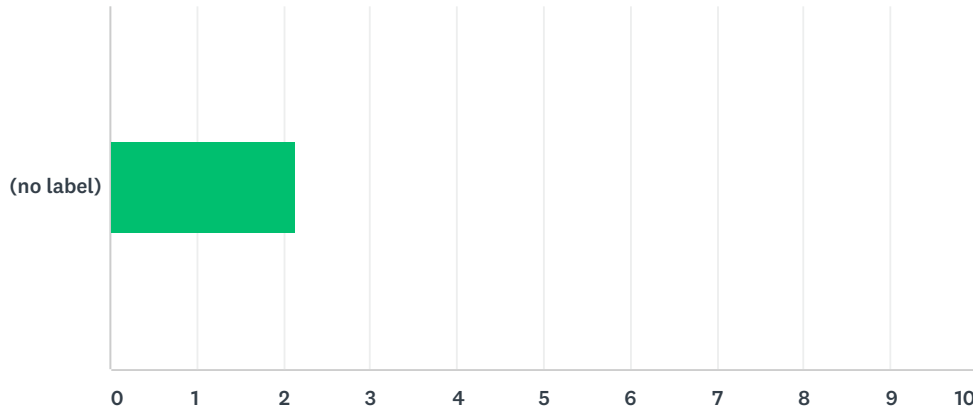
Clinical Practice Work Group Draft Recommendations Survey

SurveyMonkey

351	One full academic school year.	2/14/2018 3:21 PM
352	Current requirement is a bit difficult to get in due to college calendars and public school vacations. Reducing the time to 70 days would give some room to adjust schedule to meet realities of the local calendars.	2/14/2018 3:18 PM
353	The 40-day period would suffice for CTE since most of our student-teachers are adults.	2/14/2018 3:09 PM
354	full semester for ST	2/14/2018 3:06 PM
355	1 full semester	2/14/2018 2:50 PM
356	same	2/14/2018 2:38 PM

Q24 School-based teacher educators who work with teacher candidates during the clinical experiences should participate in professional development specifically intended to support their provision of effective clinical supervision.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	29.59% 129	42.66% 186	14.22% 62	8.03% 35	4.36% 19	1.15% 5	436	2.14

Q25 What should be included in the professional development?

Answered: 352 Skipped: 242

#	RESPONSES	DATE
1	I do believe there should be support for teachers who work with candidates in the form of professional development. The professional development should be developed to support the model of clinical supervision agreed upon by the P-12 and high education institutions. Our program is currently in the process of developing a professional development series for our school-based teacher educators in conjunction with the P-12 principals of our partner schools, in which we plan to present a co-teaching model that helps our school-based teacher educators understand how to effective model, reflect and provide feedback while sharing responsibility for student achievement.	3/26/2018 11:32 PM
2	The professional development should include how to mentor a new teacher, including methods of building trust, modeling effective teaching, articulating effective teaching, evaluating teaching, and providing feedback. Ideally, the professional development will also address the goals for supporting diverse learners and the preferred instructional models. The sessions should be co-planned and co-delivered by school and university faculty.	3/26/2018 6:31 PM
3	Anything that would enhance a teacher's ability to affect student abilities and achievements. Pedagogy, technology, mindfulness, growth mindset, skills, tools, etc.	3/23/2018 7:44 PM
4	Professional updates (continuing education in professional content). This is in relation to speech-language pathology.	3/22/2018 10:43 PM
5	Professional development should include programs' structures and placement goals and progressions, as well as collaborative coaching and reliable assessment of candidates' ability to address student learning meet teaching standards.	3/22/2018 9:57 PM
6	Professional development that supports what the recipients want	3/22/2018 8:23 PM
7	Current educational practices including assessment strategies, specific expectations of overseeing student teachers, and the identification of inappropriate practices.	3/22/2018 7:40 PM
8	Model lessons and model conferencing with candidates	3/22/2018 7:00 PM
9	Expectations How to coach or mentor	3/22/2018 6:38 PM
10	In the case of student teaching (where there are school-based co-operating teachers), I support this idea....but, would word it as a reciprocal plan for candidate support. When we have the best of co-op teachers, they have more to offer us that we them. At other times, it really is a mutually valuable give/take....and, of course, sometimes it is a matter of our providing more support than they are able to contribute at their stage. The wording of all this stuff, really needs to bespeak the professionalism we all seek to bring out and develop amongst all participants. I think that the invitation should be to paint pictures of "providing means for partnership and exchanges." In the case of schools partnering for an employed teacher to "use" their employment as a growth laboratory with supervision and input from their ongoing college program.....the description may be different.....although if "reciprocal exchanges and partnership activities" are the descriptive orientation, maybe they could be the same as for student teaching.	3/22/2018 6:18 PM
11	Focused on in the standard-allotted PD days already in the school calendar	3/22/2018 3:43 PM
12	School-based educators already meet state requirements for professional development. It is difficult to find enough qualified teachers who are willing, and whose districts are willing, to accept student teachers. Adding more requirements to accept student teachers would be counter-productive in so many ways.	3/22/2018 3:28 PM
13	how to provide feedback, observation protocols, coteaching, mentoring skills	3/22/2018 3:20 PM
14	Three days of hands-on work and training in what to look for, sample lessons, supervisors taking on ST role playing.	3/22/2018 2:49 PM
15	review of best-practices, submission of a video lesson for peer observation	3/22/2018 2:47 PM
16	I don't think they should be forced to attend any.	3/22/2018 2:37 PM
17	Exactly what is expected of them as clinical supervisors. need every detail spelled out and written.	3/22/2018 2:30 PM

18	Again, student-centered, 21st century, Culturally Responsive Teaching approaches that are closely aligned with Core Standards.	3/22/2018 1:55 PM
19	Awareness of secondary institution's theoretical teaching philosophy in order to better understand what the background of teacher candidate looks like.	3/22/2018 12:51 PM
20	Whatever the university faculty and the school based teachers need to work on together. This will change as the field evolves, as the partnerships evolve, as the needs of the students change, as the issues in the community change, as the issues in the nation change. It has to be responsive, not canned.	3/22/2018 12:18 PM
21	Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.	3/22/2018 12:02 PM
22	NYSED expectations for student teachers & host teachers ways to skillfully support student teachers under a host teacher's guidance	3/22/2018 12:01 PM
23	Why will our school partners be expected to do this? It is gracious enough for them to open their doors to observers/student teachers. Now we are asking them to participate in professional development? What's in it for them? Will they be provided with compensation? On the college side of it, will funding for staffing be provided to have people needed to provide this development?	3/22/2018 11:47 AM
24	Administrative experience in evaluation.	3/22/2018 11:42 AM
25	Effective mentorship, training in edTPA format	3/22/2018 10:28 AM
26	Are you kidding? The school based teachers are already doing us a favor. They just would not do it and we would have no way to get any observation hours. My God, is there not one single person at your meetings with an ounce of common/practical sense?? Who is going to pay them? Who is going to provide the time? Who is going to force them?	3/22/2018 10:02 AM
27	workshop indicating student teacher requirements, pacing, inclusion strategies	3/22/2018 10:00 AM
28	What time would a teacher have to complete this? To take a student teacher at present is an exhausting amount of time and paperwork. Could this be done prior or after the fact?	3/22/2018 9:06 AM
29	Current pedagogy and the philosophy of the college where they are training would enhance the experience among all the participants.	3/22/2018 9:00 AM
30	Current expectations of both the state and the trends of librarianship.	3/22/2018 8:53 AM
31	Given the current school climate and workload - we are fortunate to find volunteer School based teacher educators. Requiring professional learning of them will make us lose our teachers.	3/22/2018 8:28 AM
32	...very clear expectations ...edTPA preparation and understanding the depth of this project ...,assessment	3/22/2018 8:16 AM

33	Professional development should include programs' structures and placement goals and progressions, as well as collaborative coaching and reliable assessment of candidates' ability to address student learning meet teaching standards.	3/22/2018 7:17 AM
34	FIRST, release time or compensation for extra service. The PD should be mutually agreed upon between the school partners and the university faculty. Time for dialogue is crucial. At the secondary levels, this would involve a blend of content/disciplinary depth and pedagogy strategies.	3/21/2018 11:08 PM
35	Collaboration with the school library media center, which provides students with a variety of literacy platforms, supports ELLs with tools to help them bridge to their new language and culture, provides teachers and students with the highest quality of resources for research and personal information.	3/21/2018 11:00 PM
36	Overview of competencies for mentors, expectations for students, information about adult learners; they should be paid or compensated in some way for their participation	3/21/2018 10:59 PM
37	In theory, professional development focused on skills associated with supervision is important; however, given the limited time P-12 teachers have for professional development, I wouldn't want to tie their hands about precisely how that time is used. For example, the professional development that they do to improve their own teaching also benefits student teachers who they mentor.	3/21/2018 9:13 PM
38	Unless the regs require that P-12 districts host teacher candidates, then NYSED cannot require that host teachers participate in PD in order to host. No teacher will agree to the extra time commitment this would take on top of the time they spend mentoring a teacher candidate. Again, in "true" partnerships, this could be something that could be co-constructed between IHE and P-12 partners. But as long as P-12 can "opt-out" of hosting teacher candidates, then we cannot require that P-12 teacher participate in PD. We have already heard from current host teachers who have reviewed the proposed regulations and they have told us that they absolutely will not host for us if these regs go into place.	3/21/2018 8:55 PM
39	inquiry,based learning, mastery grading, flipped classrooms, technology training	3/21/2018 8:54 PM
40	Training in the support that student teachers should receive, including the objective use of evaluating student teacher performance. Also allowing student teachers to regularly practice teaching lessons and regularly communicating with higher education faculty.	3/21/2018 8:37 PM
41	It is all about the relationship between the College supervisor and the teacher. The match between student teacher and cooperating teacher is crucial. We have worked with the same cooperating teachers for years and they are terrific. We both learn from each other. It is not the teacher's job to develop college syllabi or supervisor's job to decide on class curriculum. It is a partnership where we both want to enable great teaching and we each share a part of this.	3/21/2018 4:33 PM
42	When will this take place? Where will this take place? Will it fit into schedules? Will it be online?	3/21/2018 4:12 PM
43	How to advocate for learning by supporting access to all spaces in the school, and participation in communities of practice...in the classroom, the mentor should learn strategies for giving constructive feedback, for assisting candidates who are struggling, for ensuring a gradual release (remembering that a student teacher is a beginner who needs support and explanation as they assume greater responsibility), for assisting the candidate in completing university-based assignments within the framework of the school...school-based mentors should also learn strategies for collaborating with university-based mentors, and sharing in assessment tools	3/21/2018 3:46 PM
44	School-based teacher educators (teachers for the most part) are already overburdened, which has increased with CAEP, and asking them do more would discourage them from being cooperating teachers.	3/21/2018 2:33 PM
45	How to mentor, guide, and provide feedback to candidates.	3/21/2018 2:19 PM
46	training on how to mentor a prospective student and how to progressively move the student to full responsibility for the classroom	3/21/2018 1:30 PM
47	While this is a good idea, school-based teachers are already reluctant to agree to sponsor teacher candidates in their classrooms because the time that they have with students is already limited and their "teaching effectiveness" is based on student outcomes. Requiring them to participate in additional training in order to work with students for practicum (which will take them out of their classrooms even more), will unfortunately provide one more reason for teachers to decide not to participate.	3/21/2018 12:48 PM

48	I think everyone needs an understanding of how teachers develop during this time. Student teachers often start out timid and very eager to please. Developing the disposition of a teacher is a process and we need to have different expectations for student teachers than we do for first year teachers, fifth year teachers, etc.	3/21/2018 12:24 PM
49	Adult learning theory (how it differs from child); expectations of the college; how to handle problems; review of the college lesson plan template; training on the STOT used by the college.	3/21/2018 12:13 PM
50	An update of current curriculum changes and educational practices.	3/21/2018 11:39 AM
51	Teachers should provide adequate preparation materials for the student to get started in their classroom as soon as possible; this includes the modifications and accommodations needed to be made; the curriculum should be generated by the student but agreed to with the teacher; the teacher should serve as a resource to critique the student and help them to hone their skills.	3/21/2018 11:31 AM
52	1. how to effectively supervise students 2. how to provide constructive criticism 3. how to handle difficult students	3/21/2018 10:35 AM
53	How to be a mentor Collaboration	3/21/2018 9:45 AM
54	Our college works closely with our P-12, clinical partners and through regular discussion with them, we feel we are able to support our candidates.	3/21/2018 7:57 AM
55	Teach us about NTPA.	3/21/2018 7:40 AM
56	THis is asking too much of teachers. Many will refuse to host student teachers if they are required to take time for training. Optional training might be offered.	3/20/2018 10:13 PM
57	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers.	3/20/2018 10:13 PM
58	1. An outline of topics to be covered with the pre-service teacher 2. methods of interaction -pre-service/teacher. 3. Methods of classroom integration of the pre-service teacher to get the most out of the collaboration	3/20/2018 9:09 PM
59	Whatever professional development would support that subject area teaching development. But, we must be careful, because it can often be difficult enough to secure supervisors - if we overburden them with more duties it may make it difficult to find supervisors for our student teachers. They are already asked to do a great deal.	3/20/2018 8:00 PM
60	How to become a professor or work in the state education department and never really teach but make new rules to create more jobs in administration.	3/20/2018 7:39 PM
61	Best practices for working with preservice teachers. This should also include overall theories and research of teacher development as well as elements of positive professional mentoring.	3/20/2018 7:20 PM
62	- a coaching framework	3/20/2018 6:21 PM
63	Shared expectations (between P-12 and higher ed.) for "how to mentor". What kinds of feedback should classroom mentors be providing (including format, frequency, etc.)? What are the candidates' responsibilities? What are the college mentors' responsibilities? What are the classroom mentors' responsibilities? How do all parties work through challenging situations? Additionally, all partners should have opportunities to engage in PD with each other about any number of topics (classroom management, PBIS, RTI, data-informed instruction, differentiation, etc.) These topics should not be prescribed, but common PD for all stakeholders (facilitated by districts, BOCES and/or higher ed. with all parties giving and receiving support) should be available.	3/20/2018 6:03 PM
64	There should be incentives and funding provided for this to happen, that's first and foremost.	3/20/2018 5:32 PM
65	There is already a system in place for certified speech-language pathologists to maintain their professional certification that requires regular intervals of continuing education. So am hoping that continuing education guidelines would consider what is already expected and how that is monitored.	3/20/2018 4:39 PM
66	Familiarity with contemporary pedagogy, understanding of the university curriculum the student teacher has experienced.	3/20/2018 4:39 PM
67	Concepts and practices of educative mentoring (not master apprenticeship models)	3/20/2018 3:40 PM
68	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers,	3/20/2018 2:24 PM

69	The importance of student teachers developing their own teaching style that utilizes their own personality. The importance of relinquishing your control over the classroom and the converse, not ignoring the needs of the student teacher and taking a "break". Allowing student teacher to try techniques that you don't do yourself: groups, peer-grading, skits, etc.	3/20/2018 2:19 PM
70	Learn how to teach teachers and refamiliarize themselves with technical aspects of teaching in light of modern educational research. Any PD must count towards current regulations for their PD requirements. Must be paid for participation beyond.	3/20/2018 1:57 PM
71	School-based educators should learn how to teach the science of teaching to a teacher candidate. They should refamiliarize themselves with the technical aspects of teaching, particularly in light of modern educational research.	3/20/2018 1:56 PM
72	Not every co-operating teacher knows what to look for or necessarily how to help the student teacher. Using teachers who have been mentors for their school districts would help.	3/20/2018 1:17 PM
73	current pedagogy Multicultural strategies Affective domains and needs	3/20/2018 10:47 AM
74	Disposition and "suitability to mentor" evaluation to determine their match for the mentorship role; research and practice related to effective mentorship practices in context for new teachers; reward structures from IHEs and P-12 partners for participating in such professional development and mentorship work (which likely means increased NYS funding for school-based teacher mentorship); particular attention to teacher leadership (e.g., helping candidates adapt to the political-institutional climates of schools) and high-leverage teaching practices	3/20/2018 10:41 AM
75	This should not happen--it is already difficult enough for cooperating teachers to be a part of the teaching process.	3/20/2018 10:10 AM
76	How to mentor teachers. How to bridge communication between p-12 and higher ed partners.	3/20/2018 9:41 AM
77	How to mentor novice teachers, how to support the development of a new teacher, realistic expectations, how to gradually release responsibilities to a new teacher, how to co-teach with a novice	3/20/2018 9:25 AM
78	I don't believe we need to provide professional development for experienced cooperating teachers. They already have huge demands as professionals.	3/19/2018 10:51 PM
79	Teachers should not attend a PD unless compensated. It's already more work to take on observers and student teachers and the classroom teacher provides enough support.	3/19/2018 6:03 PM
80	Theory and scholarship on beginning teacher development and preparation. Compensation. Compensation. Compensation. Mentoring/learning communities for the school-based teacher educators to work together and collaborate with one another. A mechanism to include university faculty in the conversation, so the approach is more triangulated: the university faculty and the school-based educators need to be in the same place, in the same conversation.	3/19/2018 5:47 PM
81	Mentoring skills; sharing of resources between college and p-12 school;	3/19/2018 4:12 PM
82	Technology, Information on teacher prep program. Structured practice.	3/19/2018 3:12 PM
83	Information, modeling, structured practice, and feedback.	3/19/2018 3:12 PM
84	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers.	3/19/2018 1:28 PM
85	mentoring training review of planning/assessment expectations, etc.	3/19/2018 11:41 AM
86	I agree that school-based educators should attend some PD. However, they will want to be compensated. Offering the PD online would be helpful for busy teachers with young families.	3/19/2018 10:27 AM
87	Clinical role of school based teacher Observation techniques Use of Assessment methods that are valid and reliable and measurable continuous progress Use of videotaping for discussing best practices with teacher candidates Poverty and the culture of poverty Classroom management How to communicate effectively And openly	3/19/2018 10:02 AM
88	teacher leadership training.	3/19/2018 9:24 AM
89	Review of expectations, curriculum, and specific teaching strategies or techniques.	3/19/2018 8:54 AM
90	They should not have to go	3/19/2018 7:49 AM
91	PD should only be for teachers who take Student teachers only.	3/19/2018 7:36 AM

92	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
93	Teaching is a combination of skill, experience, and personality. Every experience will be different. Student teachers should be prepared to do real work and everything should be fine. There is no need for cooperating teacher to be professional developed if you have a student teacher who is serious about this profession and is willing to put the work into what is required of this profession. Teaching is not the "easy" way out as our society dictates.	3/18/2018 9:16 PM
94	Information about supervision expectations/procedures Information about edTPA and other NYS certification tests Updates about best practices/effective technologies	3/18/2018 9:02 PM
95	How to have difficult conversations, types of observation, learning to share your classroom	3/18/2018 8:41 PM
96	How to coach, mentor future teachers, Maslow's Hierarchy of Need as it applies to educating your youth, Choice Theory, Data Driven Instruction, Rtl, conflict resolution for students,	3/18/2018 7:26 PM
97	Critical reflection & articulation of practice, Sharing responsibility, Understanding gradual release with the student teacher, reading the signs of promise, progress, and possible challenges. Giving and getting effective feedback.	3/18/2018 7:11 PM
98	How to balance student needs and student teacher needs. How to sequence control of the classroom to the student teacher.	3/18/2018 6:25 PM
99	Planning, time management, professional behavior and dress, observing and recording	3/18/2018 5:37 PM
100	Clear, specific requirements of the cooperating teacher of what experiences and guidance they should provide guided by a checklist and rubric developed in partnership with the cooperating teacher and the higher education program. Also, clear guidance about the qualities and emphasis of the higher ed program as well as clearly defined periodic meetings about the teacher candidate during the clinical period with both the supervising teacher and the higher education supervisor, which include school based visits and observations.	3/17/2018 10:00 PM
101	That student teachers should work on teaching skills...NOT making copies and putting up bulletin boards.	3/17/2018 9:53 PM
102	How to support a beginning teacher developmentally. Intasc Standards and edTPA standards.	3/17/2018 5:34 PM
103	communication, skills for feedback	3/17/2018 11:16 AM
104	How to give constructive feedback	3/16/2018 6:52 PM
105	Crucial Conversations training as I find more and more that we do not find out about concerns from the teachers until we read about them on the final evaluation. Teachers do not seem to feel comfortable providing constructive criticism and/or needed discipline (they are on their phone, falling asleep, etc.) when needed.	3/16/2018 3:07 PM
106	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers.	3/16/2018 2:59 PM
107	I think this is a good idea, but it is already difficult to get teachers to take on the extra work of a student teacher. It would be helpful to clearly outline expectations of the cooperating teacher and the student teacher.	3/16/2018 2:35 PM
108	Ways to share their expertise, reflect well about their teaching with teacher candidates, make time to support lesson planning, assist with data analysis and using data to further instruction, ways to support teacher candidate learning/progress. Honest conversations about progress.	3/16/2018 1:44 PM
109	background in EdTPA since all of the new teacher have to have it	3/16/2018 1:14 PM
110	Communications skills, identifying at-risk students, empathy in the classroom, being a sensitive yet effective teacher, etc.	3/16/2018 12:41 PM
111	How to assist the novice teacher without giving too much or too little advice.	3/16/2018 10:46 AM
112	Emphasis on provision of feedback and being explicit in explanations, as well as research based instruction.	3/16/2018 10:40 AM
113	assessment of skills and cognitive coaching	3/16/2018 9:44 AM
114	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers.	3/15/2018 9:11 PM

115	social emotional development, diversity and inclusion, special needs, and A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers	3/15/2018 6:35 PM
116	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers	3/15/2018 3:29 PM
117	Understanding the criteria for the student teacher and being able to confidently use the rubric. A sponsor teacher's opinions and recommendations must be taken seriously as well have real meaning.	3/15/2018 1:57 PM
118	A stipend of \$500 paid by NYS to support Master Teachers in mentoring student teachers.	3/15/2018 1:18 PM
119	The candidates transcripts, courses completed, and testing requirements of the college during student-teaching.	3/15/2018 12:49 PM
120	I don't feel this is necessary if a quality teacher is selected to be the school-based educator.	3/15/2018 12:12 PM
121	Best practices for mentoring another teaching professional.	3/15/2018 6:10 AM
122	current research on best practices for: communication with families, assessment and grading practices, and understanding varied health and emotional needs of students	3/14/2018 11:41 PM
123	Co-teaching - this can not be done enough! Mentoring - focus on the development of a teacher Professional Development of the school-based teacher educator! _ Honor this person!!!	3/14/2018 3:44 PM
124	Discussion and video-taped observation of rubrics and criteria for quality teaching. Discussion and practice of effective feedback. PD should occur together with university-based educators.	3/14/2018 3:16 PM
125	Every student teacher has helped me develop professionally. I'm not convinced that additional programs are necessary for everyone. There is only so much time.	3/14/2018 2:58 PM
126	coaching skills, edTPA support,	3/14/2018 1:08 PM
127	Expectations of the host teacher, research on best practices	3/14/2018 12:23 PM
128	I do not support this	3/14/2018 11:49 AM
129	Professional development should include: - how to provide specific, concrete and actionable feedback to candidates - strategies to observe candidates instruction - ways to effectively co-plan and co-teach with candidates - how to address conflicts that arise within the mentor teacher/ student teacher relationship - information on the edtpa process and how mentor teachers can provide support - how to use program assessments to monitor student progress	3/14/2018 11:47 AM
130	This may inhibit some cooperating teachers from taking student teachers in their classrooms (and we already have enough difficulty finding cooperating teachers willing to take on the added duties of mentoring student teachers), but it is important for cooperating teachers to understand the pre-service learner and how to effectively structure successful student teaching experiences.	3/14/2018 10:37 AM
131	Not in favor	3/14/2018 9:39 AM
132	Financial Compensation or graduate credits for the cooperating teacher. Training should include how to coach student teachers, familiarize them with edtpa requirements, and teach them some of the new strategies that the student teachers learn.	3/13/2018 3:52 PM
133	Higher Education should have a better understanding of current practices to equip teacher candidates prior to their placement	3/13/2018 3:43 PM
134	stated in an previous question	3/13/2018 3:39 PM
135	newer techniques taught to student teachers, how to be an effective mentor	3/13/2018 3:07 PM
136	Classroom management	3/13/2018 3:04 PM
137	Payment for time	3/13/2018 3:03 PM
138	If this is the case, then there needs to be time allotted to the teacher.	3/13/2018 3:02 PM
139	If this were to happen, time would need to be allotted out of the day to provide this.	3/13/2018 3:02 PM
140	There needs to be compensation for teachers in order for this to take place.	3/13/2018 3:01 PM
141	I do not support any further professional development for school based teacher educators who work with teacher candidates.	3/13/2018 3:00 PM
142	Writing lesson plans Student behavior management Team building	3/13/2018 3:00 PM

143	how to work with students with special needs how to administer assessments how to teach children how to read	3/13/2018 2:57 PM
144	The educators should have input on what the student teachers need	3/13/2018 2:53 PM
145	how to prepare young teachers	3/13/2018 7:47 AM
146	Ways to guide teachers prior to participating in class activities, lessons, etc...and ways to give constructive feedback.	3/12/2018 5:10 PM
147	1. Increased pay 2. Seminars with other teachers and with supervisors to share techniques and ideas 3. Complete and total trust and respect of the educators to make their own decisions in what is best for the teacher candidates	3/12/2018 3:49 PM
148	Co- teaching, working with others, sharing rooms, different teaching methods, but time to work with materials also not just lecture based.	3/12/2018 2:19 PM
149	First aid cpr	3/12/2018 1:59 PM
150	Teachers, supervisors, college faculty	3/12/2018 12:23 PM
151	SBTEs should be tenured and have excellent administrator observations. Currently field experience SBTEs get \$0.00 pay and SBTEs for student teachers get paid \$250.00 which is minimal. Do not require more from teachers without compensating them for what they are to do!	3/12/2018 11:58 AM
152	Faculty members, mentor teachers, teacher candidates, and others, as needed related to PD objectives.	3/12/2018 10:47 AM
153	- Compensation should be offered. - Coaching strategies and tools - Offering feedback and reflection	3/12/2018 8:55 AM
154	Unless the teachers are paid they will not participate. They also have lives. Thus is a but if our in the sky thinking.	3/11/2018 10:08 PM
155	All parties need to understand the requirements	3/11/2018 7:54 PM
156	pedagogical content knowledge is key- it includes everything	3/11/2018 6:17 PM
157	School based educators are already required to participate in more professional development than I prefer just to stay certified. Adding more just to host a student teacher will remove high quality mentors from our access due to their limited time. The best teachers are very involved and busy -- we do not need to add to that stress level.	3/11/2018 3:00 PM
158	I think PD for supervising teachers is a great idea, but it places a burden on the supervising teacher that is likely to reduce the number of supervising teachers willing to give of their time. I think any PD suggested for supervising teachers needs to come with meaningful monetary compensation. I think supervising teachers need an PD with regard to the EdTPA and the standards that students are expected to meet/ show with the EdTPA. Some veteran teachers have not yet adjusted their instructional style to reflect what is expected in the EdTPA and it can be challenging for pre-service teaching candidates to demonstrate those expected instructional practices when it isn't mentored in the classroom. I think teachers would really appreciate access to PD that integrates tech into instruction and that offers idea for differentiation of instruction. These are both areas that can constantly be updated, and both are stressed in the EdTPA.	3/11/2018 1:03 PM
159	Current practices in effective teaching models, standards, and meeting the needs of diverse learners	3/10/2018 10:00 PM
160	For science teachers, 3D learning. Absolutely. As many of their current cooperating teachers will have little to no experience themselves on the topic.	3/10/2018 12:49 PM
161	Expectations for the mentor teacher should be clearly outlined. Mentor teachers should be up do date on latest education trends.	3/9/2018 9:51 PM
162	Mentoring student teachers	3/9/2018 9:48 PM
163	Just a reminder of expectations of who else can support their experience (librarian, tech resource team, other teachers)...host teacher should guide student teacher to do more outreach/crowdsourcing	3/9/2018 6:01 PM
164	How to coach student teachers, how to slowly release responsibilities and solve common problems	3/9/2018 5:37 PM

165	Anyone working with teacher candidates should be an exemplary teacher as identified by: Board Certification Acceptance as Master Teacher Fellow State or National Awards (OEST, OBTA, Presidents, etc) If they do not meet those criteria, they may be identified by their district and attend training specific to supervising student teachers (possibly a 2 day training?)	3/9/2018 5:25 PM
166	Shared ideas regarding expectations and evaluation of student teachers	3/9/2018 4:28 PM
167	I do not support this mandate; there will not be enough mentors willing to do this work.	3/9/2018 3:49 PM
168	Maybe a one day hands on experience with a senior teacher educator	3/9/2018 3:34 PM
169	How to evaluate teacher preparedness/readiness prior to student teaching. Qualities of an effective teacher coach/mentor Conflict resolution	3/9/2018 2:16 PM
170	Strong communication skills	3/9/2018 1:57 PM
171	The framework for this professional development should include how school-based teachers are compensated (not necessarily financially compensated).	3/9/2018 1:51 PM
172	I believe a BRIEF plan for cooperating teacher professional development would be an improvement. HOWEVER, it's already difficult to obtain cooperating teachers. Due to the increased testing on P12 students, many districts are reluctant to accept ANY student teachers in fear that their efforts might have a negative impact on those test scores. In addition, there was a time when the remuneration for cooperating teachers was significantly more than it is now. Very careful scrutiny should be considered before adopting a professional development plan that "scares" prospective cooperating teachers away.	3/9/2018 11:28 AM
173	Current collegiate expectations for pre service teachers. Expectations for graduation and from the student teachers. Prep from college on what has been taught along with experience gained. Maybe even an interview process from the school based educator perspective toward the prospective student teacher?	3/8/2018 9:03 PM
174	How to give effective feedback, how to focus on areas of improvement, how to develop effective assessments, how to instruct about school climate and teacher expectations	3/8/2018 5:58 PM
175	Collaborative PD with higher education counter parts	3/8/2018 3:19 PM
176	any new trends in schools or assessments	3/8/2018 3:17 PM
177	What works with students. data based decision making. effective lesson planning. progress monitoring of students. educational technology. classroom management. Meeting needs of SWDs and ELLs. Providing effective feedback to students and student teachers.	3/8/2018 2:50 PM
178	I support this, but this needs to be chosen by the teachers, as research suggests that top-down professional development is very problematic and ineffective on many fronts.	3/8/2018 1:51 PM
179	methodologies, latest technology, strategies for working with student teachers and colleges	3/8/2018 1:34 PM
180	Review of InTASC standards; appropriate assessment of candidates is huge. They are not all exemplary! In addition, the candidates need to know how to assess their students correctly (summative, formative) - not just pencil and paper tests; expected pedagogy, lesson plan format, etc. is also important, both from the college and school district perspective.	3/8/2018 11:47 AM
181	Knowing when and how to step back to allow the student the opportunity to teach, knowing how to give constructive feedback, knowing how to assess the student as a student and not a seasoned professional (having realistic expectations),	3/7/2018 10:16 PM
182	Lesson plan format	3/7/2018 9:47 PM
183	How to have a dialogue with student teacher. More information about assessment of students. Professional development about the nature of learning	3/7/2018 6:05 PM
184	Review of methods being highlighted in the college	3/7/2018 4:34 PM
185	I think that some SBTEs are every effective as clinical supervisors. I believe that some training would benefit some supervisors.	3/7/2018 4:12 PM
186	Current trends and expectations in teaching planning and assesing.	3/7/2018 11:08 AM
187	Not sure	3/7/2018 11:03 AM
188	New cooperating teachers should attend workshops to help prepare to work with student teachers. Experienced cooperating teachers should not be required to attend.	3/7/2018 9:25 AM

189	State requirements for student teachers and use of the Student Teacher Evaluation should be the focus.	3/7/2018 8:01 AM
190	Standardization of the process of supervision. The development and use of observation tools that facilitate communication and discussion.	3/7/2018 12:31 AM
191	Professional development sessions should position clinical supervisors as intellectuals that help student teachers develop a means to actively theorize their student teaching context while also building skills inclusive pedagogical skills.	3/6/2018 3:33 PM
192	Having the teacher candidate in the classroom lets him/her see what really happens. Don't pull the school teacher for professional development, instead, get that teacher candidate into the schools.	3/6/2018 2:19 PM
193	An overview of requirements that candidates need to complete	3/6/2018 1:53 PM
194	Each teacher should attend a 3-5 hour workshop that details minimum competencies needed to move on to the next block.	3/6/2018 1:34 PM
195	How to best mentor upcoming teachers	3/6/2018 1:25 PM
196	How to educate college students. Most teachers in K-6 are early childhood teachers and don't know how to relate to older students. Then there is the issue of older teachers who do not know the new university curriculum and are stuck in their old ways. So, a refresher may also be beneficial.	3/6/2018 12:54 PM
197	Information about the state-level requirements. Individualized information about the strengths and weaknesses of the teacher candidate and the preparatory program that he/she completed.	3/6/2018 12:22 PM
198	Supervision and Teacher evaluation	3/6/2018 11:58 AM
199	It should teach teachers how to mentor adults into effective teachers.	3/6/2018 11:50 AM
200	Specific development opportunities to support the effectiveness of teaching/training candidates about best practice in terms of clinical practice/interventions in the school setting.	3/6/2018 10:45 AM
201	Teachers need clinical knowledge, but theoretical knowledge is also important and helpful.	3/6/2018 10:35 AM
202	Methodology considerations, management modeling, identify personal teaching strengths (what is learned and what takes time)	3/6/2018 9:35 AM
203	Training student teachers, allowing a student teacher to take over your classroom	3/5/2018 10:47 PM
204	Working with a student teacher and mentoring support is a good idea. I don't want it to be mandatory because the school personnel are so overbooked. But if someone would find a way to do it that is pleasant, and flexible, why not?	3/5/2018 9:58 PM
205	I would love to have more opportunities to meet with my fellow supervisors and have book studies or learn about different ways to approach coaching in higher education....however, all the student teachers in my unit are part-time and the pay is extremely limited for all that we do. I know that there are supervisors who feel that they are not obliged to attend faculty meetings, etc, because they are in the field...and their compensation is so low.	3/5/2018 7:22 PM
206	how to teach teachers...	3/5/2018 3:09 PM
207	xyz	3/5/2018 2:25 PM
208	Coaching and communication strategies, tools for feedback and assessment.	3/5/2018 12:45 PM
209	How to mentor and support reflective practitioners; how they themselves can be more reflective about their practice; evidence based teaching and learning strategies.	3/5/2018 12:30 PM
210	a checklist of skills and competencies	3/5/2018 11:55 AM
211	Differentiation of instruction, Behavior management strategies, ELL, SWDs, communicating with families	3/5/2018 11:41 AM
212	It needs to be tied to the strategic plan of the district and building.	3/5/2018 10:35 AM
213	mentoring	3/4/2018 3:21 PM
214	To begin, whatever courses are implemented, they should adhere to the strengths of adult learning and include follow-up. Moreover, teachers should be encouraged to become teacher leaders not in their classrooms, but the school as well. Any courses should be taught that helps to move quality instruction forward.	3/4/2018 10:28 AM

215	Paid professional development! These teachers are already going out of their way to help future teachers. They need more compensation. Include: changes in certification requirements, edTPA and video expectations, helpful mentor strategies.	3/3/2018 6:41 PM
216	New teaching approaches and strategies Assessment and how to develop instructions based on assessment data.	3/3/2018 5:10 PM
217	Peer coaching protocols.	3/2/2018 5:32 PM
218	Supervision skills	3/2/2018 4:55 PM
219	Roles of teacher candidates and cooperating teachers, edtpa, specific timelines for completion of work, course syllabus, direct contact information for higher education faculty memebers	3/2/2018 2:46 PM
220	It should be on how to be a quality mentor.	3/2/2018 2:28 PM
221	-how to give feedback -key strategies to look for in instruction -building a mentoring relationship	3/2/2018 11:06 AM
222	How to effectively coach new teachers, including how to provide effective feedback; strategies to improve their own instruction	3/2/2018 10:25 AM
223	What the expectation of the student teachers preparation course is. How to increase the learning experience of the student teacher. How to give effective feedback to the student teacher.	3/1/2018 7:54 PM
224	Coaching strategies to encourage a dialogue focused on improving Teacher candidate practices and understanding	3/1/2018 7:34 PM
225	Providing constructive (unbiased) feedback. Strategies for supporting the teacher with growth in areas that need it.	3/1/2018 6:26 PM
226	Teacher rubrics Professionalism Developing trusting appropriate relationships	3/1/2018 4:12 PM
227	Working directly with their student teachers, expectations	3/1/2018 2:06 PM
228	Instructional, social/emotional training, pedagogy, observation cycle, learning course: how does learning occur	3/1/2018 1:58 PM
229	clinical supervision techniques, pre/post observation expectations, feedback.	3/1/2018 11:29 AM
230	Gradual release model How to mentor a teacher candidate Co-teaching Tools to use when mentoring How to structure conversations Mentoring language The New Teacher Center has the best PD for mentor teachers that I've ever seen and this could be applicable for cooperating teachers who are mentoring preservice teachers.	2/28/2018 7:55 PM
231	leading adult learners and how to give effective feedback	2/28/2018 4:20 PM
232	How to effectively provide feedback (positive and constructive), how to have difficult conversations and the process of how to address situations where the teacher candidate is not performing up to par, how to effectively provide supervision and guidance to teacher candidates. I also think the scoring rubrics/evaluation process should be thoroughly addressed. Host teachers should also be observed informally (not evaluatively for APPR, but for the sake of serving as a host teacher) and spontaneously.	2/28/2018 4:15 PM
233	The cooperating teachers are selected by building administrators based upon competence. Their paltry \$200 compensation is an insult already and to require them to do PD ONTOP of their OWN 15 hour requirements would decimate our small pool of host teachers. Ludicrous.	2/28/2018 3:25 PM
234	The same things that teacher leaders are trained in	2/28/2018 3:15 PM
235	Absolutely. They should be well versed in the methods for training student teachers, and should be paid for their time to learn what best practices are. Teachers own 'intuition' is not enough. University level training would be necessary.	2/28/2018 10:37 AM
236	I am not sure if you mean the college educator or the district educator, but basic first year mentoring classes should be sufficient.	2/27/2018 5:47 PM
237	School Based Teacher Educators should be highly recommended by their supervisors and if appropriate their peers. They should be "master" educators with respect to the previously mentioned categories, planning and preparation, meeting students' emotional, social, and academic needs, instructional delivery, and a high level of professionalism.	2/27/2018 3:50 PM
238	Expectations of student teacher, coaching strategies	2/27/2018 2:33 PM

239	How to give meaningful feedback How to work collaboratively- to plan lessons, etc How to let go of their classroom How to share their work Lesson plan/unit development How to manage classroom	2/27/2018 2:04 PM
240	Ways to give more responsibility to the interns, not rote work or supervision of children in non-classrooms settings. Interns should also be able to participate in planning sessions and observe parent/teacher interactions	2/27/2018 9:58 AM
241	Guidance in mentoring and specific feedback for growth as well as certification changes and expectations	2/26/2018 7:15 PM
242	How to use reflective practices to improve instruction	2/26/2018 6:10 PM
243	How to supervise, cultivate, and grow the student teacher.	2/26/2018 5:20 PM
244	n/a	2/26/2018 4:56 PM
245	Professional development must depend on their experience and knowledge. Not everyone will need this professional development.	2/26/2018 4:24 PM
246	I don't find it necessary. We are already continuing our education through mandatory professional development hours. Providing the option wouldn't hurt.	2/26/2018 10:31 AM
247	Assessment, IEPs, classroom management, curriculum mapping.	2/26/2018 10:09 AM
248	Coaching supports Understanding the evaluation rubric Chancellors Regulations	2/25/2018 7:51 PM
249	Effective communication; lesson planning; effective co-teaching.	2/25/2018 7:13 PM
250	It should be ongoing learning community style work, not "training"--and the learning should also facilitate university faculty learning.	2/25/2018 11:40 AM
251	Specific mentorship skills around feedback and encouragement, as well as training with relevant evaluation systems so student teachers can become familiar with being rated.	2/24/2018 11:30 PM
252	classroom management, behavioral issues they may encounter, teaching of reading, behavior management, common core standards, standards based testing	2/24/2018 8:37 PM
253	edTPA support, leadership workshops, workshops on how to give appropriate feedback, teacher identify formation, culturally sustaining pedagogies, family engagement.	2/24/2018 3:17 PM
254	Clinical supervision ongoing	2/24/2018 10:36 AM
255	How to lessen the reins and not take complete control	2/23/2018 8:04 PM
256	First, we should be learning what they are learning in their classes. This way we know what to expect from them and are brought up to speed on things we did not learn. Second, we should be educated on coaching and evaluating student-teachers.	2/23/2018 8:03 PM
257	How to effectively work with student teachers, so no potential student teacher is treated as an assistant, but more as a colleague. A Mentoring a Candidate course might be helpful.	2/23/2018 6:19 PM
258	Expectations for what the teacher should be informing or helping the student teacher with. Guidelines for knowledge that has been taught to the student teacher through the program. A mentoring/cognitive coaching protocol and/or requirement so that the teacher knows how to do and is held accountable for the two above.	2/23/2018 5:04 PM
259	I do think this would be helpful, as it is important for the cooperating teachers to have an understanding of the current requirements of the higher education students. For example, we have found that many cooperating teachers are unaware of the testing requirements students now face (particularly edTPA). I have also noted that there are drastically different approaches to the amount of freedom student teachers are given.	2/23/2018 4:58 PM
260	How to be a teacher leader and mentor	2/23/2018 4:28 PM
261	How would institutions monitor that? Who pays for it? Making more demands would discourage school-based educators to welcome a student.	2/23/2018 2:07 PM
262	tips for mentoring student teachers	2/23/2018 1:04 PM
263	Coaching strategies; co-teaching strategies; gradual release of responsibility	2/23/2018 12:12 PM
264	Program pedagogies, goals, expectations, and ratings.	2/23/2018 8:02 AM
265	coaching techniques, including how to provide feedback	2/22/2018 5:55 PM

266	Again, in theory, of course but if you don't compensate the CTs for this professional development, why would they do it?	2/22/2018 4:42 PM
267	How might this be required? How will these educators be compensated? Before I list what should be included, I need to know the mechanism for this. We can't simply dictate and hope that teachers will do this without any compensation. This strikes me potentially as another unfunded mandate from the state.	2/22/2018 4:42 PM
268	Requirements and assessment of field experiences edTPA	2/22/2018 3:31 PM
269	College student requirements, rationale for the experience, expectations for mentors	2/22/2018 2:05 PM
270	requirements of the EPP and information about State exams	2/22/2018 10:26 AM
271	Strategies for Co-teaching, how to plan daily, and understand the assignments given to the teacher candidates so they can implement guided practices.	2/21/2018 4:59 PM
272	Supervision, support, and assessment for teacher candidates. Training on assessments that the candidates are preparing for such as the edTPA and exams.	2/21/2018 3:36 PM
273	Though we cannot continuously expect teachers to do more and more, especially since they are not compensated.	2/21/2018 3:24 PM
274	Strategies for providing feedback	2/21/2018 1:25 PM
275	research-based practices on mentoring new teachers	2/21/2018 9:21 AM
276	expectations, latest strategies	2/20/2018 1:32 PM
277	Orientation to EdTPA and other required certification tests. A discussion/handbook/workshop about what is reasonable to expect of, and how to best support, young educators.	2/20/2018 10:29 AM
278	Colleges should be responsible for preparing cooperating teachers and ensuring they are able to effectively collaborate and mentor in the student teaching experience. If we start requiring and mandating that cooperating teachers do additional professional development as a requirement to take student teachers there will be a shortage of cooperating teachers.	2/20/2018 12:57 AM
279	When would this PD occur, and who is compensating them for the extra time?	2/19/2018 6:46 PM
280	In my content area, I have found that quality mentoring is a problem, so definitely skills and strategies for giving good feedback is essential. Also, some orientation to what it means to give up your classroom in a way the SBTE is comfortable with is needed. In art perhaps what I need the most from SBTE's is time to orient them on the contemporary curricular approaches they will see the students implementation, too many art educators are using DBAE which is 30 years old at this point.	2/19/2018 5:58 PM
281	Reliable rating using rubrics.	2/19/2018 5:42 PM
282	Focus on EBPS/HLPS CBM, FBA Progress monitoring, error analysis and good use of data to drive instruction How to use paras effectively in the classroom	2/19/2018 1:36 PM
283	How to effectively support a student teacher. Learn how to communicate effectively so they feel the student teacher is meeting their needs of the classroom.	2/19/2018 12:36 PM
284	Mentoring and coteaching with a student teacher	2/19/2018 9:26 AM
285	Development of instructional coaching; review of the indicators associated with this including use of lesson planning, assessment, etc. Communication; self reflection; how to give effective feedback to student teachers, co-teaching .	2/19/2018 8:49 AM
286	Mentor ship, Cognitive Coaching	2/18/2018 5:36 PM
287	Expectations of the student teacher program. How to merge what our district expectations are with the college expectations are. Sometimes what the candidates are required to do does not fit in well with what is being taught or how it is being taught in the classroom.	2/18/2018 12:30 PM
288	I developed an intensive training to address this topic - would be happy to share	2/17/2018 9:54 PM
289	Evidence-Based Practices	2/17/2018 9:26 AM
290	How to coach and mentor; how to describe their own planning, teaching, and assessing; how and what to provide in terms of experiences and time to a student teacher.	2/16/2018 10:45 PM
291	That will depend on the grade level. But some ideas would be best practices, best reading instruction, math instruction , classroom management	2/16/2018 7:54 PM

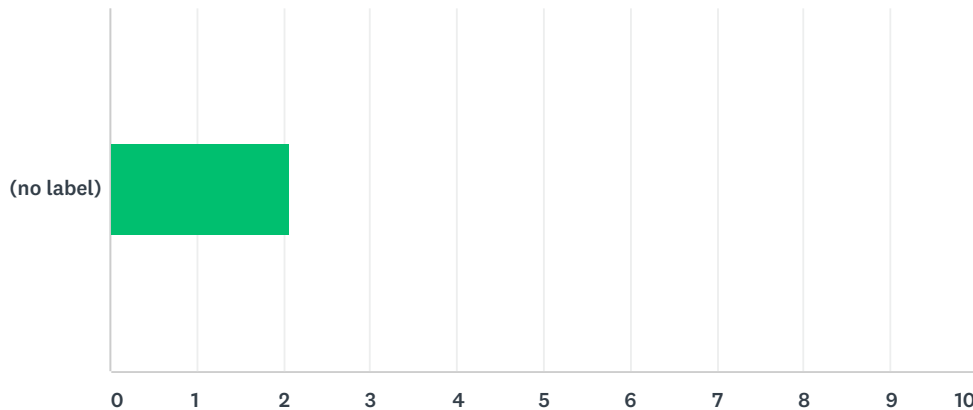
292	The level(s) of support required by candidates varies significantly. The ability of mentor teachers to "let go" is also highly variable. Community professional development sessions would enable both candidates and mentor teachers to clarify their thoughts and to consider the concerns and issues of their colleagues and those with whom they are working.	2/16/2018 6:39 PM
293	What is expected of student teachers and classroom teachers, a timeline of how the placement will work with taking on and releasing classes.	2/16/2018 5:03 PM
294	Teachers and professors need to work together to determine the goals of the fieldwork and how all requirements can be met as candidates work in classrooms.	2/16/2018 4:27 PM
295	The college's expectations and an understanding of how both the schools and the colleg can come to agreements re the support required. Also, all Coop teachers should be trained to demonstrate and share their strategies on a regular basis , with the candidate. And, Coop teachers should be required to be trained in the basic requirements of edTPA certification	2/16/2018 4:23 PM
296	Pedagogy, classroom management, SWD	2/16/2018 3:58 PM
297	Conduct a needs assessment to determine.	2/16/2018 3:56 PM
298	I think supervising teachers would benefit from knowing exactly what the student teachers assignments are for their colleges. It would help when assisting them with class preparation.	2/16/2018 2:14 PM
299	There is a critical shortage of teachers hosting student candidates now. If you expect them to attend professional development on top of their ever increasing duties at their schools you will never get qualified teachers t host the students. Hosting a student candidate is all ready a time intensive under taking. We do not host these potential candidtaes for the money, (a meager \$200, which has not changed in 25 years) we do it because of our love of teaching.	2/16/2018 12:07 PM
300	Danielson rubric, expectations of the school and district	2/16/2018 12:06 PM
301	Not opposed to professional development but it should be something where compensation is included if it is made to be a requirement. Beneficial training could include communication strategies between teacher and candidate, setting expectations for candidate, how to give and receive feedback.	2/16/2018 11:35 AM
302	Unsure	2/16/2018 11:19 AM
303	I disagree. These professionals should be carefully selected- only the best should be allowed to host student teachers. They should be compensated for their contribution, time, and effort dedicated to improving teaching in NYS. It should be a competitive process to be selected as a sponsor teacher.	2/16/2018 9:16 AM
304	Classroom management techniques taught by veteran teachers in the field.	2/15/2018 10:22 PM
305	The content knowledge the students are currently learning.	2/15/2018 8:52 PM
306	What is expected of the student teacher, the paperwork the teacher educator needs to be familiar with, contacts (basically what is being done currently)	2/15/2018 6:57 PM
307	How to support teacher candidates and what the expectations are.	2/15/2018 6:55 PM
308	The experience 'in and of itself' is professional development	2/15/2018 6:13 PM
309	Teacher candidate's requirements, rubrics to assess them, suggested schedule for scaffolding.	2/15/2018 5:08 PM
310	The role of the clinical faculty member. University and state requirements and expectations.	2/15/2018 4:23 PM
311	The professional development needs to be mandatory and needs to be specific to the experience and what areas the students need to be exposed to. Also, a method of evaluation should be made that ALL sponsor teachers use. Also, soloing time should be the same for all candidates, and not left up to individual teachers.	2/15/2018 4:19 PM
312	Nothing. We have enough on our plates. It's difficult enough to sponsor a student teacher.	2/15/2018 3:44 PM
313	Every facet of the teachers' experience: classroom management, parent/teacher relationships, colleague/administrator relationships, content knowledge, culture of the building/district.	2/15/2018 3:25 PM
314	Effective and immediate feedback provisions, Building relationships with mentor teachers, Dealing with paperwork that meets accreditation in student teaching	2/15/2018 3:06 PM
315	What kinds of feedback is most beneficial	2/15/2018 2:59 PM

316	How to mentor, coach and support a student teacher. How to make the experience a meaningful, enriching, practical and realistic experience so that it is relevant and means something.	2/15/2018 2:54 PM
317	Effective Coaching	2/15/2018 2:24 PM
318	Coaching/mentorship. Observation skills. Ways to decrease supports and allow the candidate to take over.	2/15/2018 2:23 PM
319	How to support a beginning teacher in such a way that they receive constructive feedback that will allow the beginning teacher to grow. If the student is doing edTPA - development around how to support that process. Are just two suggestions.	2/15/2018 1:22 PM
320	The pd should focus on the common language discussed above.	2/15/2018 12:38 PM
321	Coaching and providing feedback. Understanding the adult learner.	2/15/2018 12:00 PM
322	expectations and up to date standards	2/15/2018 11:43 AM
323	N/A	2/15/2018 11:23 AM
324	What areas need to be addressed in student teaching, how the experience should look (when student teacher takes over which classes, who determines content to be taught, how long master teacher stays in room, etc). Evaluation tools should be covered and expectations for students should be clear for the educators...	2/15/2018 11:18 AM
325	Adult learning. Lesson development to support all students. Providing feed-back. Assessment	2/15/2018 10:49 AM
326	specific details of assignments, program goals and certification requirements.	2/15/2018 10:47 AM
327	Both content-area continuing education and mentoring development. And if this is going to be a new NYSED requirement (as it is an expectation in CAEP), then what will be the incentive to the teacher?	2/15/2018 10:46 AM
328	Coaching - Mentoring skills	2/15/2018 10:27 AM
329	Integration of literacy, STEAM/STEM, and technology across the curriculum Cultural responsive curriculum development and teaching Specific theories and strategies for working with students with disabilities and second-language learners	2/15/2018 10:23 AM
330	How to coach/mentor, best practices in lesson planning, thorough knowledge of the next gen standards and how to adapt them, communicating effectively, having difficult conversations, co-teaching with a student teacher	2/15/2018 10:02 AM
331	Orientation that includes: Expectations of the placement Types of assignments students need to complete	2/15/2018 10:00 AM
332	I don't feel that everyone should need to do this. Again....differentiate and require it for those that need it	2/15/2018 9:42 AM
333	First, there should be a seminar to speak with prior hosts to help with guidance towards the experience. Doing this for the first time can be a bit overwhelming. Second, there should be follow up meetings during the experience where all the candidates and host teachers can have a round table discussion related to the experience. I feel we can all learn from each other. Finally, the hours should be counted toward the CTLE hours for the host teacher.	2/15/2018 9:11 AM
334	The SBTE should be there to guide the student teacher - and continually add to the student's experience	2/15/2018 6:44 AM
335	Coaching models and skills, scoring institutes for pre-service evaluation	2/14/2018 10:14 PM
336	We are professionally developed throughout every school year.	2/14/2018 9:02 PM
337	Expectations of their feedback. Lesson planning expectations. Common understanding of assessments of student teachers.	2/14/2018 8:57 PM
338	Expectations and responsibilities of the cooperating teachers and teacher candidates. How to work with one another. Contact requirements between the supervisors and cooperating teachers	2/14/2018 8:48 PM
339	Distinguishing btwn mentoring and coaching. Effective strategies for transferring knowledge to student teachers. How to engage student teachers in planning and instruction in a gradual release model.	2/14/2018 6:10 PM
340	Workshops on culturally responsive classrooms, differentiated instruction, content	2/14/2018 5:43 PM

341	mentoring techniques - coaching strategies; those lead teachers need credit as well -either college credit or certification for their effort	2/14/2018 5:02 PM
342	Training on how to use the institution's observation form, how to give effective feedback, how to deal with difficult student teachers, edTPA, etc.	2/14/2018 4:38 PM
343	We as teachers should be learning all the time. To demand teachers take professional development just to have a student teacher will make teacher not want a student teacher.	2/14/2018 4:26 PM
344	-Instructional coaching -edTPA training/certification requirements training	2/14/2018 3:40 PM
345	Mentor training, adult learning theory, and principles related to the teacher education program's philosophical approach to teaching.	2/14/2018 3:31 PM
346	This professional development should be at the university level, as that is where the funding is coming.	2/14/2018 3:31 PM
347	University-designed PD that connects to current best training practices, including the methodologies associated with excellent edTPA portfolios.	2/14/2018 3:21 PM
348	Overview of new methodologies that teacher candidates will be using. Discussion about requirements that candidates need to meet in order to complete their program. Guidance on how to be a mentor for per-service teachers. Discussion about classroom routines and management issues and how to guide candidate in these areas.	2/14/2018 3:18 PM
349	Contemporary teaching methods and materials.	2/14/2018 3:09 PM
350	funding to have them work with our students. Hours towards PDS (CTLS hours)	2/14/2018 3:06 PM
351	PD on Coaching	2/14/2018 2:50 PM
352	see my first response	2/14/2018 2:38 PM

Q26 University-based teacher educators who work with teacher candidates during the clinical experiences should participate in professional development specifically intended to support their provision of effective clinical supervision.

Answered: 436 Skipped: 158



	STRONGLY SUPPORT	SUPPORT	NEITHER SUPPORT OR NOT SUPPORT	DO NOT SUPPORT	STRONGLY DO NOT SUPPORT	N/A	TOTAL	WEIGHTED AVERAGE
(no label)	32.11% 140	39.91% 174	14.45% 63	5.50% 24	4.36% 19	3.67% 16	436	2.07

Q27 What should be included in the professional development?

Answered: 317 Skipped: 277

#	RESPONSES	DATE
1	I believe the professional development provided to university-based clinical supervisors should be specific to each program, aligning with the mission, core values or philosophy of the program. For new supervisors, it should be an orientation to the program and the model of clinical supervision. For experienced supervisors, it should be an opportunity to improve upon their supervising skills.	3/26/2018 11:32 PM
2	We train our supervisors every year. We provide them with an orientation to our philosophy of teaching and teacher education. We review the syllabus and course assignments. We describe our clinical supervision model and the role of the supervisor in monitoring candidate progress. We discuss observation protocols and other evaluation rubrics. We also provide training in the use of Mediathread, our web-based learning environment. In Mediathread, candidates upload, view, and analyze videotape of their classroom teaching. All clinical observations are also videotaped so that the supervisor and candidate can cogenerate a plan for looking at the videotape to observe strengths and areas in need of development.	3/26/2018 6:31 PM
3	Anything that would enhance a teacher's ability to affect student abilities and achievements. Pedagogy, technology, mindfulness, growth mindset, skills, tools, etc.	3/23/2018 7:44 PM
4	Updates regarding direction of school/school districts, how to mentor and motivate student teachers, professional content. Again this is in relation to speech-language pathology.	3/22/2018 10:43 PM
5	Professional development should include programs' structures and placement goals and progressions, as well as collaborative coaching and reliable assessment of candidates' ability to address student learning meet teaching standards.	3/22/2018 9:57 PM
6	see above	3/22/2018 8:23 PM
7	Coordination with P-12 teachers	3/22/2018 7:40 PM
8	Model lessons and conferencing	3/22/2018 7:00 PM
9	--	3/22/2018 6:38 PM
10	A mix of direct contributors to the enterprise. I would, again, provide examples and guidance, but leave what "a mix" means up to the players...	3/22/2018 6:18 PM
11	At least a few days of doing the same job in the schools with the mentee student teaching observing / assisting. Working with college students is a world of difference from working with high school students, and working with students' brothers & sisters who are half their age !	3/22/2018 3:43 PM
12	Colleges set criteria for qualifications of university supervisors, and we must answer to our EPP accreditors - CAEP. This process will not benefit from additional legislation.	3/22/2018 3:28 PM
13	how to provide feedback, observation protocols, coteaching, mentoring skills, effective communication skills, conflict resolution	3/22/2018 3:20 PM
14	All types of role play, curriculum instruction and guidelines for observation	3/22/2018 2:49 PM
15	review of best practices, practice observation	3/22/2018 2:47 PM
16	Faculty in higher education are responsible for their own professional development in this area. NONE should be required by the state. The IHE should be deciding this.	3/22/2018 2:37 PM
17	The most up-to-date information in every area including technology, assessment, standards, teacher evaluations, special education, legal concerns, everything as up-to-date as possible.	3/22/2018 2:30 PM
18	This will change as the field evolves, as the partnerships evolve, as the needs of the students change, as the issues in the community change, as the issues in the nation change. It has to be responsive, not canned.	3/22/2018 12:18 PM
19	N/A	3/22/2018 12:02 PM
20	reiteration of NYSED expectations streamlining of materials that ALL university-based teachers are expected to use in evaluating STs while in their placements	3/22/2018 12:01 PM

21	Our university supervisors have meetings once per semester where we discuss expectations, create handbooks, introduce new standards and instructional techniques, etc.	3/22/2018 11:47 AM
22	Background in classroom observation.	3/22/2018 11:42 AM
23	University professionals should be PROVIDING professional development training, not forced to take it.	3/22/2018 10:28 AM
24	Again, are you kidding?! It's all we do...we do not need training to do it. Same questions, with what time? Money? Interest? Tenured faculty just won't do it. Think about actual consequences!!!!	3/22/2018 10:02 AM
25	I think they should visit schools and spend a day learning about the population of students and faculty. I think they should see what's available concerning technology, library, special education and the arts.	3/22/2018 9:00 AM
26	Current school climates.	3/22/2018 8:53 AM
27	Ways to best support candidates with edTPA.	3/22/2018 8:28 AM
28	University professionals spending much more time in the public school environment	3/22/2018 8:16 AM
29	Here, too, professional development should include programs' structures and placement goals and progressions, as well as collaborative coaching and reliable assessment of candidates' ability to address student learning meet teaching standards.	3/22/2018 7:17 AM
30	Participation MUST involve release time (or compensation if preferred) and adjustments in expectations for the faculty member's other obligations. Then, PD should be developed in collaboration with 7-12 partners in the areas noted above	3/21/2018 11:08 PM
31	Cannot say.	3/21/2018 11:00 PM
32	Overview of competencies for mentors, expectations for students, information about adult learners; they should be paid or compensated in some way for their participation	3/21/2018 10:59 PM
33	The range of professional development should include but not be limited to supervision related skills and knowledge. Remaining engaged and current in one's own area of expertise has spillover effects that benefit the supervision experience.	3/21/2018 9:13 PM
34	Again, we are already being held to national accreditation standards and standards of the professional organizations that govern discipline specific programs (such as NCTM, NCTE, ILA, etc.). Why do state regs have to dictate the type of PD that university faculty are receiving when our programs already have to meet these standards which REQUIRE that university faculty keep up to date on the content/pedagogy related to their programs.	3/21/2018 8:55 PM
35	not sure	3/21/2018 8:54 PM
36	Learning about the curriculum, teaching methods, skills and strategies, and assessments utilized to assess students and teachers at the schools that student teachers are placed in.	3/21/2018 8:37 PM
37	This is discipline specific to make sure our student teachers are getting the content and teaching skills needed. The student teaching seminar and observation should be done by same professor. The classes should be small to develop deep relationships. Time for all supervisors to regularly meet is essential for success. College supervisors should not be all adjuncts. Just because someone has been a teacher for 20 years does not mean they will be a great supervisor.	3/21/2018 4:33 PM
38	How to advocate for learning by supporting access to all spaces in the school, and participation in communities of practice...in the classroom, the mentor should learn strategies for giving constructive feedback, for assisting candidates who are struggling, for ensuring a gradual release (remembering that a student teacher is a beginner who needs support and explanation as they assume greater responsibility), for assisting the candidate in completing university-based assignments within the framework of the school...university-based mentors should also learn strategies for collaborating with school-based mentors, and sharing in assessment tools	3/21/2018 3:46 PM
39	There are already difficulties in locating qualified supervisors and they have significant time commitments in their supervision, which have increased due to CAEP. I am reticent to place yet more demands on them. These proposed regulations are great in principle but ignore the already onerous demands placed on schools and teacher preparation programs.	3/21/2018 2:33 PM
40	How to mentor, support, give feedback, and evaluate the student teacher.	3/21/2018 2:19 PM
41	new P-12 initiatives. This I see depending more on the specific P-12 partners and their approaches	3/21/2018 1:30 PM

42	I feel that higher education faculty are always participating in professional development even if it isn't formalized. Spending time in more structured "professional development" would be difficult and time consuming and would take away from time that could be spent working with students.	3/21/2018 12:48 PM
43	Again, an understanding of how candidates develop into teachers. How to best support the autonomy and decision making of candidates while also guiding that process.	3/21/2018 12:24 PM
44	Clinical expectations of the college; how to handle problems; review of the college lesson plan template; training on the STOT used by the college.	3/21/2018 12:13 PM
45	The same.	3/21/2018 11:39 AM
46	Resources for the teacher educator to supply the teacher candidates with to help them become accommodated with a classroom environment and opportunities to discuss observations and student teaching placements with advisors and peers	3/21/2018 11:31 AM
47	See above	3/21/2018 10:35 AM
48	How to supervise How to be a mentor	3/21/2018 9:45 AM
49	We are professionals. We regularly stay up to date with current research and trends. Through research and our own reflective practice, we are growing professionally.	3/21/2018 7:57 AM
50	Interaction skills	3/21/2018 7:40 AM
51	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision.	3/20/2018 10:13 PM
52	They need to shadow current teachers to keep in touch with the realities of the classroom and school district.	3/20/2018 9:09 PM
53	I do not have any specific suggestions at this time.	3/20/2018 8:00 PM
54	Best practices and research in teacher development. Specifically, strategies for engaging preservice teachers and assisting them in the career induction phase of their work.	3/20/2018 7:20 PM
55	Differentiated instruction, digital literacy, edTPA information	3/20/2018 6:21 PM
56	PD should ensure that all college mentors (i.e. university based supervisors) are "on the same page" with each other, with candidates, and with classroom mentor teachers about expectations, roles and responsibilities. University personnel should be afforded the same current, cutting-edge PD on a range of topics (see previous question) that in-service and pre-service teachers are receiving.	3/20/2018 6:03 PM
57	I don't think this is necessary for those of us with classroom experience and advanced degrees.	3/20/2018 5:32 PM
58	Again, as a certified, licensed speech-language pathologist....there is already a system in place to insure that continuing education occurs on a regular basis.	3/20/2018 4:39 PM
59	Culturally responsive pedagogy, feedback from field-based colleagues regarding preparation of students entering the field.	3/20/2018 4:39 PM
60	Higher ed should research, design, lead professional development in collaboration with P-12 educators.	3/20/2018 3:40 PM
61	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision."	3/20/2018 2:24 PM
62	University professors are sometimes out of touch with the reality of day to day life in a classroom, often requiring student teachers to produce unwieldy lesson plans based on current research. Albeit good intentions, it is time consuming and perhaps can be scaled back. More discussion on management techniques and problem solving incorporating role playing scenarios based on video-clips of classrooms, not college students pretending to be a high school student whispering to a friend.	3/20/2018 2:19 PM
63	Ideally anyone who hasn't supervised clinical experiences should have PD. However, university based faculty have no union protections against creeping workloads. This doesn't count in the current review process for higher education that focuses on Teaching, Research and Service. So when do we do this? With what funds? With what time?	3/20/2018 1:57 PM
64	The professional development should include practice with "what to look for" in a lesson and how to coach someone through good teaching. (Note: All of this professional development needs to be *funded*, or schools and colleges will do a poor job just to check a proverbial box.)	3/20/2018 1:56 PM

65	I've had very inconsistent experiences with what the university based person is looking for...It would be helpful if it was more consistent from college to college.	3/20/2018 1:17 PM
66	current pedagogy Multicultural strategies Affective domains and needs	3/20/2018 10:47 AM
67	(1) Collaborative opportunities for both kinds of teacher educators to address fundamentally different assumptions, language, and ideas about learning, teaching, and teacher education/development - leading to establishment of common goals and practices for teacher learning across IHE and P-12 partnerships; (2) convergence of modes of observing, supporting, and assessing teaching candidates; (3) flexibility in terms of how "participation in PD" is defined (e.g., for teacher educators who specialize in the provision of and research on PD, developing and implementing these PD experiences might be an appropriate mode of participation)	3/20/2018 10:41 AM
68	Evaluations, realistic expectations, how to support and mentor novice teachers	3/20/2018 9:25 AM
69	Experienced teachers would resent professors providing PD for cooperating teachers. It's insulting to assume they aren't qualified. Many of our cooperating teachers have already had extensive PD as mentor teachers.	3/19/2018 10:51 PM
70	Same answer as before	3/19/2018 6:03 PM
71	Compensation. A mechanism to include university faculty in the conversation, so the approach is more triangulated: the university faculty and the school-based educators need to be in the same place, in the same conversation. Theory and research about beginning teacher development and preparation. Conversations about how to mentor, how to collaborate.	3/19/2018 5:47 PM
72	Collaboration with SBTEs and other UBTEs. Sharing resources and best practices.	3/19/2018 4:12 PM
73	Same as above.	3/19/2018 3:12 PM
74	Information, modeling, structured practice, and feedback.	3/19/2018 3:12 PM
75	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision	3/19/2018 1:28 PM
76	University teacher educators need far more connections to the pragmatics of the field. Theory is undeniably important and research is essential, but students often feel a total disconnect between what their university personnel recommends and what they are confronted with in the field. The gap needs to narrow.	3/19/2018 11:41 AM
77	Same as above along with: UDL BEST PRACTICES COmmunication and collaborative skills Diverse students	3/19/2018 10:02 AM
78	these teachers should spend more time in K-12 classrooms observing quality teachers. They are detached from the classroom. things have changed dramatically. They need to stay fresh- at least 1 month a year should be dedicated to this. this could be incorporated with research too.	3/19/2018 9:24 AM
79	Interaction with teachers at the P-12 level to remain current on classroom practices and interactions with students.	3/19/2018 8:54 AM
80	They need to know what goes on in p-12 classrooms	3/19/2018 7:49 AM
81	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
82	How to properly prepare for a lesson. How to address the various needs of students. How to adapt to a school community and how to form positive, cooperative relationships with staff.	3/18/2018 9:16 PM
83	Information about supervision expectations/procedures Information about edTPA and other NYS certification tests Updates about best practices/effective technologies	3/18/2018 9:02 PM
84	see above response	3/18/2018 7:26 PM
85	Communication skills between teacher and student teacher; strategic planning to balance the candidates; giving effective feedback (see PD for Cooperating Teachers).	3/18/2018 7:11 PM
86	no comment	3/18/2018 6:25 PM

87	Clear, specific requirements of the university based teacher educators of what experiences, support and guidance they should provide to the cooperating teacher and student teacher guided by a checklist and rubric developed in partnership with the cooperating teacher and the higher education program. Also, clear guidance about the qualities and emphasis of the cooperating teacher/school as well as clearly defined periodic meetings about the teacher candidate during the clinical period with both the supervising teacher and the higher education supervisor, which include school based visits and observations.	3/17/2018 10:00 PM
88	Visiting different educational sites, having taught the level they are observing, knowing how to listen, good interpersonal skills, balancing the needs of the student teacher and the school.	3/17/2018 9:53 PM
89	Provide something that is efficient in giving candidates useful feedback.	3/17/2018 5:34 PM
90	This should definitely include current classroom practices and shifts in education. Some professors have been out of the classroom for a very long time.	3/17/2018 7:30 AM
91	More training on what is truly happening in P-12 schools today. Co-planning the college curriculum with their P-12 colleagues in order to be sure that what is being taught at college level is not simply based on research, but what is truly happening in the schools today!	3/16/2018 3:07 PM
92	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision.	3/16/2018 2:59 PM
93	I don't know that "professional development" is needed but there should be some communication about the level of interaction the university-based educators should have with the cooperating teacher and the student teacher. They shouldn't just arrive on the scene for 30 minutes and be gone.	3/16/2018 2:35 PM
94	Strong understanding of what is expected of teacher candidates in the field, understanding public school curriculum, culture, expectations. How to mentor teacher candidates here on campus. And have tough conversations.	3/16/2018 1:44 PM
95	realities of public school life	3/16/2018 1:14 PM
96	University professional development should be absolutely mandatory for more effective student clinical experiences. Some of these college kids are severely lacking in background on what they need to be successful communicators leading into the teaching profession.	3/16/2018 12:41 PM
97	What to expect from the candidate's learning arc.	3/16/2018 10:46 AM
98	ways to pose questions to promote teacher candidates' self-reflection and means to structure feedback.	3/16/2018 10:40 AM
99	supervisors should be part of instruction and in school weekly	3/16/2018 9:44 AM
100	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision.	3/15/2018 9:11 PM
101	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision	3/15/2018 6:35 PM
102	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision	3/15/2018 3:29 PM
103	The University-based teacher educators must be objective regarding their charges. If a sponsor teacher feels that a student needs improvement in a certain area, the University-based teacher educator must support the mentor, as well as the mentee.	3/15/2018 1:57 PM
104	Giving the Host Teachers the autonomy to support the teacher candidates with minimal visitation/supervision.	3/15/2018 1:18 PM
105	Again, I don't feel this is necessary if you have a high quality past or current teacher filling this role.	3/15/2018 12:12 PM
106	Discussions with school districts on what the "real-world" looks like. This will better help them prepare student teachers for the expectations of their future employers.	3/15/2018 6:10 AM
107	current research on best practices for: communication with families, assessment and grading practices, and understanding varied health and emotional needs of students; Specific awareness of school district goals, as well as instructional and curricular expectations	3/14/2018 11:41 PM

108	Learning what is current in schools today - student the actual curriculum, technology, STUDENTS etc Understand the culture of the schools Collaboration - co-teaching with school based educators Mentoring candidates	3/14/2018 3:44 PM
109	Updates and discussion of P-12 content standards. Discussion and observation (video) of P-12 teacher effectiveness rubrics. Sharing of ideas for ways of providing effective, differentiated feedback to student teachers.	3/14/2018 3:16 PM
110	Again it depends on the level of experience of the University-based teacher educator. Appropriate professional development activities should be offered, but not mandated.	3/14/2018 2:58 PM
111	coaching skills, edTPA support, current best practices in pedagogy	3/14/2018 1:08 PM
112	Coordination of services	3/14/2018 12:23 PM
113	Do not support	3/14/2018 11:49 AM
114	Professional development for clinical supervisors should include: - how to provide specific, concrete and actionable feedback to candidates - strategies to observe candidates instruction - how to address conflicts that arise within the mentor teacher/ student teacher relationship - information on the edtpa process and how supervisors can provide support - how to use program assessments to monitor student progress - types of intervention to implement with struggling candidates	3/14/2018 11:47 AM
115	This already occurs -- and is somewhat redundant as almost anyone with a graduate degree in education has studied the research and practices of educating pre-service teachers. While I support professional development, I strongly recommend a "loose" definition of what this entails as to allow self-guided choices for completing continued professional development.	3/14/2018 10:37 AM
116	do not support	3/14/2018 9:39 AM
117	Some supervisors are retired and they are unfamiliar with the new standards and assessments. The supervisor should also understand the Danielson model of observation or the equivalent.	3/13/2018 3:52 PM
118	stated in a previous question	3/13/2018 3:39 PM
119	classroom management	3/13/2018 3:04 PM
120	PD on management planning data and curriculum	3/13/2018 3:03 PM
121	Guided reading Guided math	3/13/2018 3:02 PM
122	Guided Reading, Guided Math	3/13/2018 3:02 PM
123	Tips on how to support student teachers based on the grade level they support.	3/13/2018 3:01 PM
124	neither support or not support	3/13/2018 3:00 PM
125	curriculum, methods, research	3/13/2018 7:47 AM
126	As above.	3/12/2018 5:10 PM
127	1. Increased pay 2. Seminars with teachers and other supervisors to share techniques and ideas 3. Complete and total trust and respect of the educators to make their own decisions in what is best for the teacher candidates	3/12/2018 3:49 PM
128	Life in a K-12 school	3/12/2018 2:19 PM
129	Differentiation of instruction and academic interventions. MTSS	3/12/2018 1:59 PM
130	Only if the supervisors do not have terminal degrees in an education area.	3/12/2018 11:58 AM
131	The changes that occur at the state level on testing and new standards.	3/12/2018 9:19 AM
132	- Coaching strategies and tools - Offering feedback and reflection	3/12/2018 8:55 AM
133	Why? This assumes that I agree and I don't.	3/11/2018 10:08 PM
134	meetings with the teacher	3/11/2018 7:54 PM
135	so many clinical supervisors are outdated and removed from the classroom experience	3/11/2018 6:17 PM
136	I currently participate in annual professional development in my certification field, with secondary teachers from across the state. I do find that helpful and would encourage that for University based educators. I do expect University supervisors to have had P-12 experience if they are to be qualified to mentor candidates, but professional development can be encouraged, not required.	3/11/2018 3:00 PM

137	University based teacher educators need to have a solid foundation in all levels at which their teacher candidates are working in. It isn't equitable that teacher candidates studying to become secondary level teachers can go through an entire teaching program without having instruction from an experienced secondary educator. (as an example)	3/11/2018 1:03 PM
138	As per the school-based teachers, Current practices in effective teaching models, standards, and meeting the needs of diverse learners	3/10/2018 10:00 PM
139	These PD opportunities should be run by practicing teachers to give them an idea of what is currently happening in the teaching profession. Too many current educational faculty members have been removed for the existing classroom environment. The disconnect between the two is evident when I talk to student observers. How we teach in our classrooms has changed dramatically in the last 10 years. Any faculty member who has been out of the classroom will not be able to relate to our current practices unless they are in a classroom themselves.	3/10/2018 12:49 PM
140	edTPA. Making sure that the university-based teacher educators have actual classroom experience	3/9/2018 9:51 PM
141	N/A	3/9/2018 9:48 PM
142	Shift thinking from what they knew to be true when they were teaching and focus on what is needed now...keep solid instructional concepts but shift to include collaboration with people like librarian, admin, digital resources, etc....less old school focus and more on needs and reality of today	3/9/2018 6:01 PM
143	General pedagogical techniques, paperwork for the state, lesson plan writing,	3/9/2018 5:37 PM
144	They should be aware of new standards, current research in best practices & strategies. They should also regularly observe other classrooms without student teachers to set norms.	3/9/2018 5:25 PM
145	Shared ideas regarding expectations and evaluation of student teachers	3/9/2018 4:28 PM
146	University-based educators already do PD as service to the field through their research and dissemination of research through conferences in the field. Additional, mandated PD should NOT be required.	3/9/2018 3:49 PM
147	One day work with a senior teacher educator; experienced and accomplished.	3/9/2018 3:34 PM
148	Current research based pedagogy. Many are retired teachers and administrators and I think they should be knowledgeable in current standards and teaching methods being taught by University faculty. Evaluation measures Mediation	3/9/2018 2:16 PM
149	Understanding how teachers are observed.	3/9/2018 1:57 PM
150	Collaboration with a teacher-based educator.	3/9/2018 1:51 PM
151	Any professional development for university-based teacher educators should include institutional practices and procedures necessary to the successful completion of their duties. It should also include updates in regard to state mandates and expectations.	3/9/2018 11:28 AM
152	Knowledge of both curriculum and daily student interaction on a real level versus the hypothetical. Information of the daily list of tasks a teacher has on top of the education during class periods(meetings, book keeping, observations, duties, etc.)	3/8/2018 9:03 PM
153	How to interact and become a part of the school culture so that you serve as a partner, how to create opportunities to collaborate with school-based teacher educators that would open a space for research.	3/8/2018 5:58 PM
154	collaborative PD with K-12 counter parts	3/8/2018 3:19 PM
155	more options for webinars for students away at college with limited transportation and funding	3/8/2018 3:17 PM
156	What works with students. data based decision making. effective lesson planning. progress monitoring of students. educational technology. classroom management. Meeting needs of SWDs and ELLs. Providing effective feedback to student teachers.	3/8/2018 2:50 PM
157	I support this, but this needs to be chosen by the supervisors, as research suggests that top-down professional development is very problematic and ineffective on many fronts.	3/8/2018 1:51 PM
158	methodologies, latest technology, strategies for working with student teachers and colleges	3/8/2018 1:34 PM
159	How to appropriately assess their candidates performance and dispositions. How to best assist candidates with edTPA.	3/8/2018 11:47 AM

160	Best practices in evaluating teacher candidates, proper methods to give constructive feedback, strategies for handling difficult situations, strategies for counseling students out of teaching if it is clearly not for them,	3/7/2018 10:16 PM
161	N/A	3/7/2018 9:47 PM
162	Same as above	3/7/2018 6:05 PM
163	Again, some university supervisors are very skilled at supporting the SBTEs in supervising student teachers. Some university supervisors may benefit from some training.	3/7/2018 4:12 PM
164	Writing lesson plans, behavior management and grading system of school.	3/7/2018 11:36 AM
165	Proof of attendance at conferences, seminars, etc.	3/7/2018 11:08 AM
166	Not sure	3/7/2018 11:03 AM
167	The program should monitor the data and tailor their PDP program to address needs supported by the data.	3/7/2018 9:25 AM
168	State mandates, similar recording of progress, use of the Student Teacher Evaluation, student engagement strategies, etc.	3/7/2018 8:01 AM
169	Standardization of the process of supervision. The development and use of observation tools that facilitate communication and discussion.	3/7/2018 12:31 AM
170	Regulatory changes and its impact on schools, programs, and students. Positive behavioral, social, and academic strategies and interventions for all students.	3/6/2018 6:44 PM
171	Continuity between theoretical notions and pedagogical skills is useful for student teachers who must rely on supports from both faculty and supervisors.	3/6/2018 3:33 PM
172	Not my area of specialty	3/6/2018 2:19 PM
173	Knowledge of public education; current knowledge	3/6/2018 1:53 PM
174	Each supervisor should attend a 3-5 hour workshop that details minimum competencies needed to become certified.	3/6/2018 1:34 PM
175	How to best support upcoming teachers going into the P-12 teaching field	3/6/2018 1:25 PM
176	Updated standards for graduation and applicable law changes	3/6/2018 12:54 PM
177	Current trends in high school education	3/6/2018 12:22 PM
178	Teacher APPR	3/6/2018 11:58 AM
179	Same. As above,	3/6/2018 11:50 AM
180	As previously noted, determination needs to be made regarding the areas of present weakness and best practice of clinical intervention.	3/6/2018 10:45 AM
181	Increased partnership opportunities between higher education professionals and neighborhood schools.	3/6/2018 10:35 AM
182	Communication and partnership development, standards expectations	3/6/2018 9:35 AM
183	Training student teachers, allowing a student teacher to take over your classroom	3/5/2018 10:47 PM
184	Most of us are former Principals. Nobody is hired without some type of hands-on experience. I don't mind in-house PD that is voluntary.	3/5/2018 9:58 PM
185	See above comments	3/5/2018 7:22 PM
186	How to effectively teach and observe	3/5/2018 3:09 PM
187	xyz	3/5/2018 2:25 PM
188	Coaching and communication strategies, tools for feedback and assessment.	3/5/2018 12:45 PM
189	Training should include the same as the P-12 professionals	3/5/2018 12:30 PM
190	NA	3/5/2018 11:55 AM

191	There is too much of an emphasis in higher education to become research colleges. Thus many education professors have either taught less than five years in a k-12 setting or not at all. Thus they lack a deeper understanding of the structure teachers need to work within to create change. Teaching professors need to be first practitioner using research to support their practice. Their staff development should focus on cohesive scaffolding of skill development from k-12 to higher ed.	3/5/2018 10:35 AM
192	High leverage, evidence-based practices modeled and demonstrated in real classrooms.	3/4/2018 3:21 PM
193	Adult Learning Styles, quality evaluation results by presenters with follow-up, and acknowledgement of Guskey's (2001) Five Levels of Professional Development Evaluations	3/4/2018 10:28 AM
194	Collaboration with teachers in the community to share practical examples of what is taught in higher ed and how it may be different from what is possible in the classroom. Discuss ongoing classroom management challenges and how to help students rather than just create discipline plans.	3/3/2018 6:41 PM
195	How to provide focus and purpose on their clinical requirements for their course.	3/3/2018 5:10 PM
196	University professors are out of touch with school day to day practices.	3/2/2018 5:32 PM
197	Knowledge of current teaching practices	3/2/2018 4:55 PM
198	structure of specific requirements, make sure they understand all state requirements to assist candidates	3/2/2018 2:46 PM
199	No more PD! I taught for a decade in secondary schools and have been working in teacher education for nearly as long. Piling more requirements onto our plate makes no sense.	3/2/2018 2:28 PM
200	How does the district observe teachers to identify effective practices? What is their approach to professional development, feedback, professional growth?	3/2/2018 10:25 AM
201	How to give effective feedback... what key areas should be observed and emphasized.	3/1/2018 7:54 PM
202	Creating a positive and culturally responsive relationship with your advisee. How to facilitate discussions that are focused, goal oriented, efficient and improvement based.	3/1/2018 6:26 PM
203	Coaching strategies Crucial conversations	3/1/2018 4:12 PM
204	Visiting classrooms to observe mentors before the student teaching. Get to know the schools.	3/1/2018 2:06 PM
205	Current standards based instruction, Danielson training, actionable feedback tracing, follow up	3/1/2018 1:58 PM
206	same as the SBTE	3/1/2018 11:29 AM
207	How to mentor a teacher candidate Tools to use when mentoring How to structure conversations What to observe for and evidence Mentoring language	2/28/2018 7:55 PM
208	How to effectively provide feedback, current expectations and innovations in pedagogy (quite frankly, these supervisors should be freshly out of the field or still in the field of education).	2/28/2018 4:15 PM
209	We already have this component.	2/28/2018 3:25 PM
210	How to use the observations and how to provide high quality education	2/28/2018 3:15 PM
211	Research based best practices should be taught to cooperating teachers.	2/28/2018 10:37 AM
212	My assumption is that they do this already. They should view this as a first year mentoring experience.	2/27/2018 5:47 PM
213	In-depth knowledge with respect the NYS teaching standards, and how that translates to planning and preparation, classroom environment, instructional delivery, professionalism and supporting diverse student learners in meeting their academic goals.	2/27/2018 3:50 PM
214	Expectations of cooperating teachers, coaching strategies	2/27/2018 2:33 PM
215	How to give meaningful, actionable feedback Lesson plan/unit plan critique Background on teacher development theory	2/27/2018 2:04 PM
216	Faculty from University collaborate with school faculty to provide PD	2/27/2018 10:56 AM
217	Support for interactions between supervisors and administration of the school site. Many school sites are very married to curriculum and classroom staff do not have the opportunity to use current DAP or new ed. theories.	2/27/2018 9:58 AM

218	Guidance in mentoring and specific feedback for growth as well as certification changes and expectations	2/26/2018 7:15 PM
219	Ways to help support teacher candidates in tough situations; how to get along with difficult cooperating teachers; strategies to support student teachers when their lesson fails entirely. Responsive feedback loops.	2/26/2018 5:20 PM
220	Updates on new policies. It does not seem to me that NYSED is communicating directly with teacher educators now.	2/26/2018 4:56 PM
221	More than 1 visit to see the student teacher is not enough. All student teaching candidates should have to submit videos of them teaching for feedback.	2/25/2018 7:51 PM
222	same as above	2/25/2018 11:40 AM
223	Current trends in relevant pedagogies and subject specific work, crisis intervention management, teacher identify formation and ethics, all relevant test and certification requirements, teaching writing, working with bilingual students	2/24/2018 3:17 PM
224	I think that the PD would be more of a conversation with the school-based educators to better target their classes. I think of it as a type of assessment to see what the student-teachers are actually internalizing and bringing to their placements.	2/23/2018 8:03 PM
225	I would assume University based people have been in a classroom teaching in the last few years, so I am hard pressed to suggest the type of PD they would need, however perhaps a seminar with active school based educators might be helpful. Or PDs on Common Core and current programs and regulations are that are being used in the communities where they send their students would be helpful, so they understand what the potential educators are discussing.	2/23/2018 6:19 PM
226	Time within school districts. These individuals should be classroom teachers or teacher leaders. Having a professor with a PhD who has never taught makes no sense. This individual should be steeped in both theory and practice.	2/23/2018 5:04 PM
227	Most of our supervisors (and I assume this is the same for other schools) are people who have retired. It has to be this way because you need someone who is available during the day so they can observe the student teachers. Sometimes, this means that the supervisor is unaware of changes that are happening in classrooms and regulations. I think a way to keep them up to date of what is happening would be great. However, I think there is also a risk here of not being able to find enough people to do the job. The demands can't be so much that the position becomes unattractive.	2/23/2018 4:58 PM
228	Real life school experience	2/23/2018 4:28 PM
229	They should not have to participate every semester. Maybe once a year.	2/23/2018 2:07 PM
230	how to conduct side by side observations with the student teachers to discuss instructional practices.	2/23/2018 1:04 PM
231	School-based pedagogies, goals, expectations, and ratings.	2/23/2018 8:02 AM
232	coaching and providing feedback	2/22/2018 5:55 PM
233	Field Supervisors and Methods Faculty should be involved in professional development.	2/22/2018 4:42 PM
234	I believe we already do this in our respective fields by keeping up with the research in the field.	2/22/2018 4:42 PM
235	edTPA Curriculum requirement and assessment	2/22/2018 3:31 PM
236	Complete understanding and consistency of the evaluation process, including what is required of students, what the paperwork might be, and perhaps an update on the public schools the students will be assigned to.	2/22/2018 2:05 PM
237	inter-rater reliability of a state/city observation form	2/22/2018 10:26 AM
238	Adult Human Development knowledge, supervisory strategies, mentorship models, co-teaching, coaching, role modeling, empathy, patience, and kindness.	2/21/2018 4:59 PM
239	We are already actively participating in and providing professional development experiences for our university faculty and university supervisors for teacher candidates. There is no need to regulate what is already happening.	2/21/2018 3:36 PM
240	developing a growth mindset, small teaching, coaching versus supervising	2/21/2018 3:24 PM
241	Providing feedback Preparing candidates for interviews and the professional role of an educator	2/21/2018 1:25 PM

242	research-based practices on mentoring new teachers and collaborating with school partners	2/21/2018 9:21 AM
243	Since the assessing of student teachers is all online now, having a PD on how to use Taskstream (soon to be Watermark) in order to evaluate student teachers would be beneficial. Also, the duties and responsibilities of a student teaching supervisor should also be discussed, as well as best practices for implementing pre- and post observation conferences among the supervisor, student teacher and host teacher.	2/20/2018 4:02 PM
244	3 days/yr	2/20/2018 1:32 PM
245	I would like to have a community of other teacher educators to share best practices with.	2/20/2018 10:29 AM
246	NA	2/20/2018 12:57 AM
247	Who provides the PD? When does it occur? Who compensates them for their time?	2/19/2018 6:46 PM
248	I would like more training and orientation on the local schools districts (I have been educating myself since I moved here about the local context but it has been piecemeal). I also think some additional training in conflict resolution could be useful when the teacher candidate and SBTE find themselves at odds. Additionally training in mentoring and knowing when to help students by letting them advocate for themselves would be useful for my other student teaching supervisors as well.	2/19/2018 5:58 PM
249	Good question. I don't think an experienced observer needs PD.	2/19/2018 5:42 PM
250	Focus on EBPS/HLPS CBM, FBA Progress monitoring, error analysis and good use of data to drive instruction How to use paras effectively in the classroom	2/19/2018 1:36 PM
251	Ways to effectively steer college students to be a teacher that can actually learn to take over and run a classroom.	2/19/2018 12:36 PM
252	How to work collaboratively with district teachers.	2/19/2018 9:26 AM
253	Ensure they are up to date on standards, assessments, best practices, use of technology, co-teaching, principles of Special Education, how to give feedback.	2/19/2018 8:49 AM
254	Mentorship, Cognitive Coaching, Collaborating with pk-12	2/18/2018 5:36 PM
255	Learning the curriculum and teaching strategies that are actually and currently being used in our classrooms	2/18/2018 12:30 PM
256	again - similar to the one provided to teacher educators	2/17/2018 9:54 PM
257	more important is the university-based educators have practical classroom experience	2/17/2018 9:26 AM
258	How to coach and mentor; how to teach the concepts of instruction and assessment, what the current educational trends are - PLCs, data dialogue, instructional technology, STEAM.	2/16/2018 10:45 PM
259	The same as classroom teachers.	2/16/2018 7:54 PM
260	Faculty should participate in on-going professional development. The combination of P-12 and higher ed faculty would yield rich and fertile discussions that are well established in the realities of current P-12 classrooms.	2/16/2018 6:39 PM
261	Expectations of all participants and clear communication.	2/16/2018 5:03 PM
262	Please see the response above.	2/16/2018 4:27 PM
263	1) Learn about the school, its community, programs, etc., in which their students are practicing . 2) Develop an open communication with the Public School admin and Coop teachers. 3) Become thoroughly trained in the completion of the edTPA. 4)They must spend more time in the schools.	2/16/2018 4:23 PM
264	Pedagogy, classroom management, SWD at the high school level	2/16/2018 3:58 PM
265	Conduct a needs assessment to determine and differentiate professional development.	2/16/2018 3:56 PM
266	I would like to see university Professors spend time in a public classroom experiencing first hand how the profession has change in such a dramatic way in the past 5-10 years. I would say 40 hours per year would be a good start. If they did this they would be better prepared to help their students.	2/16/2018 12:07 PM
267	P-12 expectations, hot topics at the school level	2/16/2018 12:06 PM
268	Same as above	2/16/2018 11:35 AM

269	If his means working with the teacher candidate on professional development days-I think that is a good idea. Teacher candidates don't benefit from specific distric professional development.	2/16/2018 11:19 AM
270	The biggest thing needed is time with the candidate in the classroom monitoring the student teacher, providing specific and actionable plans for improvement.	2/16/2018 9:16 AM
271	Classroom techniques that work. Maybe have veteran teachers teach the professional development. They are the true experts.	2/15/2018 10:22 PM
272	Student teacher supervisors, cooperating teachers and paraprofessionals.	2/15/2018 8:52 PM
273	University based teacher educators should be experienced K-12 teachers.	2/15/2018 8:45 PM
274	What schools are doing at the k-12 level. Different technologies that are used at this level.	2/15/2018 6:55 PM
275	Requirements for teacher candidates. Education on NYS teacher requirements, tests, certification requirements, etc.	2/15/2018 5:08 PM
276	New trends in the work of teachers and schools. Data literacy,	2/15/2018 4:23 PM
277	They should know what they need to be looking for in their evaluations and it should be the same regardless of who the sponsor teacher is. They should also be required to know techniques to support struggling candidates.	2/15/2018 4:19 PM
278	University based teachers should be required to spend time in a current classroom. There appears to be a large disconnect between the university and the schools	2/15/2018 3:44 PM
279	Current "best practices," local and state requirements.	2/15/2018 3:25 PM
280	Methods of instruction Assessments Relationship building with mentor teachers and student teachers	2/15/2018 3:06 PM
281	See above. It can't just be a "drive-by" how are you doing ? It must be ongoing, engaging and relevant.	2/15/2018 2:54 PM
282	Effective Coaching	2/15/2018 2:24 PM
283	Observation, mentoring, collaborating with school-based personnel.	2/15/2018 2:23 PM
284	How to support a beginning teacher in such a way that they receive constructive feedback that will allow the beginning teacher to grow. If the student is doing edTPA - development around how to support that process. Are just two suggestions.	2/15/2018 1:22 PM
285	The pd should focus on common language discussed above.	2/15/2018 12:38 PM
286	Teachers need time each week to do professional development, plan and talk to one another. IN other professions people get time to actually talk about what they are doing and how to improve. In Japan they do, and in many of the countries like Denmark, teachers are treated like professionals and are given time to hone their craft. They are given time to think.	2/15/2018 12:30 PM
287	coaching, feedback, understanding the adult learner.	2/15/2018 12:00 PM
288	Extremely individual, based on background and preparation of the educator	2/15/2018 11:23 AM
289	Similar to school-based educator training - and including how to work with the school-based educator. Distinguishing roles of each.	2/15/2018 11:18 AM
290	Supporting students with disabilities. ELLs and Literacy for all. Reading and writing throughout the curriculum. Providing directed feedback and assessment. Measuring student teacher growth.	2/15/2018 10:49 AM
291	specific assignment information, program goals and certification requirements.	2/15/2018 10:47 AM
292	As above, these kinds of activities already happen, at least here. So I wonder what is new, and if there is an intention to increase demands, how the concomitant increase in costs will be offset.	2/15/2018 10:46 AM
293	Curriculum development, critical reflection on teaching, edTPA preparation	2/15/2018 10:28 AM
294	Supervisory skills - how to provide constructive feedback, coach and support professional growth	2/15/2018 10:27 AM
295	NYSED standards for content areas Technology and assessment in the classroom as reflected in current practices within the schools Working with culturally and linguistically diverse populations whether in urban, rural, or suburban areas Assessment and implications for practice	2/15/2018 10:23 AM
296	what to look for in a lesson (next gen standards), having difficult conversations, other skills besides teaching that a student teacher needs to have (communication, empathy, etc.)	2/15/2018 10:02 AM

297	AVID strategies Personalized Learning Data Driven Instruction Supporting ELLs CCLS	2/15/2018 10:00 AM
298	I feel some professors have been out of the classroom too long and need to spend some time back in public schools. At times feedback is correct "in theory" but not practical in reality.	2/15/2018 9:42 AM
299	If the clinical supervisor does not hold the student teacher accountable for their mistakes they are not effectively learning. They need to be realistic and honest with the candidate if they are going to make it in the field or not. This is why the clinical experience prior to student teaching needs to be more strict.	2/15/2018 9:11 AM
300	Coaching models, scoring institutes for pre-service evaluation, specific pedagogical approaches that pre-service candidates are being expected to utilize in their practice	2/14/2018 10:14 PM
301	How to work with supervising teachers and student teachers. Common understanding of lesson planning and assessments.	2/14/2018 8:57 PM
302	Don't have an opinion	2/14/2018 8:48 PM
303	They need to spend time in the schools observing and seeing what they look like today. They should view all levels primary, middle, and high	2/14/2018 6:40 PM
304	Partnering with cooperating teachers; mentoring vs. coaching; using practice and role play during seminar	2/14/2018 6:10 PM
305	EdTPA preparation!	2/14/2018 5:43 PM
306	coaching strategies - actual strategies to use with teachers and students for more effective instruction	2/14/2018 5:02 PM
307	Training on how to use the institution's observation form, how to give effective feedback, how to deal with difficult student teachers, edTPA, communication between clinical field office, cooperating teachers, and field supervisors, etc.	2/14/2018 4:38 PM
308	If they do any professional development it should be to check out the school and program where they send their student teachers.	2/14/2018 4:26 PM
309	-Instructional coaching -certification requirement training	2/14/2018 3:40 PM
310	This should be part of their ongoing work, not an add on.	2/14/2018 3:31 PM
311	District initiatives	2/14/2018 3:31 PM
312	Many university supervisors are former teachers and administrators who have been out of the classroom and out of schools for a period of time. Current instructional practices should be stressed, particularly in the area of assessment. The possibilities for PD are limitless for this group!	2/14/2018 3:21 PM
313	Guidance on effective supervision of student teachers. Effective techniques to use when giving feed back following observations	2/14/2018 3:18 PM
314	The nature and characteristics of K-12 programs as well as the young learners.	2/14/2018 3:09 PM
315	all should have an experience in a k-12 classroom. Many faculty at college level do not.	2/14/2018 3:06 PM
316	they need to know what is required of current day teachers. They need to spend quality time in a current school	2/14/2018 2:50 PM
317	see first response. We need to bridge the communication and relationship gap that divides us. At this point, it is too often us vs them mentality. We would be better served to learn together.	2/14/2018 2:38 PM

Q28 Please feel free to share additional feedback to the Clinical Practice Work Group that you did not provide earlier in the survey, including feedback on the draft recommendations that are available online at <http://www.nysed.gov/clinical-practice-work-group>.

Answered: 173 Skipped: 421

#	RESPONSES	DATE
1	<p>I hope that there is an understanding that the increase in requirements over the last 6 years has placed a burden on teacher preparation programs that has actually had the result of reducing the quality of the culminating clinical experience. The edTPA forces candidates to spend too much time planning and reflecting on a single learning segment, thus stunting candidates development rather than allowing them to move on and continue learning throughout the student teacher experience. Additionally, it has become clear that a candidate's chances of passing the edTPA are better if they are not placed in classrooms with challenging student populations. This means that we now reject placements that might otherwise provide great preparation opportunities for urban teaching, because we are concerned about the impact those placements may have on our candidates' abilities to pass the assessment. Likewise, we find that there are teachers and even schools that do not want to work with student teachers who need to complete the edTPA. We have lost some great school-based teacher educators due to their concerns with the edTPA. The edTPA is not the only accountability measure that is impacting P-12-higher education relationships. State testing in grades 3-8 in particular has had a negative impact upon clinical experiences. Throughout the year, classroom teachers are concerned about the ways in which they are held accountable for student achievement, and are therefore reluctant to allow candidates teaching opportunities. Students who complete a clinical experience in the spring are likely to observe or be teaching test prep. I believe that higher education institutions in conjunction with their P-12 partners are more likely to be successful if given the freedom to create meaningful, productive opportunities for praxis, with loose guidelines that allow for programatic differences that are responsive to candidates' and students' needs. On the other hand, strict or burdensome regulation monitored by standardized accountability measures is likely to be restrictive and stifling, much as the accountability measures mentioned above currently are.</p>	3/26/2018 11:41 PM

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My greatest concern is that the more the State legislation specifies different aspects of the clinical experience, including hours preceding the clinical experience, content, and number of days, the more creativity and innovation in teacher education will be squelched. It seems clear from the recommendations that the model programs will be residency programs. Barnard has a 65-year history of preparing teachers as part of their undergraduate experience. We do not have a residency model. We do have a model that focuses on rich clinical experiences with carefully selected partners and cooperating teachers. Sadly, the edTPA has intruded upon our rich clinical experience and transformed it from a mastery experience to one of stunted growth and development. Our students have to broker this high-stakes assessment (for them) at a time when they are just beginning to build their relationships with their cooperating teachers. The classroom is not theirs and much of the assessment is probably a better measure of school quality than teacher quality. They have to teach the segment midway through the clinical experience when they are not fully developed to ensure that they have time to teach another segment if the first does not go so well. Once they videotape their segment, they spend weeks focused on evaluating this segment of teaching and their attention to continued growth and development is diminished. They finish student teaching exhausted, unhappy with their edTPA segments, and full of questions about whether they should even teach. Then they pay \$300 to submit the edTPA and despite the cost, they receive limited actionable feedback that comes long after the actual teaching performance. If you really want to fix clinical experiences, you will remove the edTPA requirement because the added value (our ability to know what our candidates know and are able to do) and validity of the assessment are quite limited, but the cost and impact upon our students is extensive. As an undergraduate teacher education program, I cannot emphasize enough how a residency model is inappropriate for our students. It is one thing for us to ask undergraduates to commit to being full-time in a school for one of their eight semesters. Few students will be able to give up a whole year. Students in the sciences would find it difficult if not impossible to complete all the laboratory requirements they have in the major before senior year. In addition, as a residential college, most courses are taught in the daytime and many students would not be able to complete required courses for their major (such as senior thesis advisement and capstone courses) or distribution requirements that are only offered during the day. Students already have to carefully plan their course sequence in order to complete all the certification requirements. A year-long residency would ensure that many of the students at our institution who are interested in teaching would not be able to obtain certification. Finally, quality teacher education should not be about compliance to particular metrics. As a teacher educator, I see my role as one who carefully assesses the match between my teacher candidates, the schools they teach in, and the students they teach. My goal is to ensure that my teacher candidates are ready to embrace the experience with an openness to students and to learning so that they flourish during their final clinical experience. Becoming a teacher is a journey. After 30 years in education, I am still becoming. More than being profession-ready, or learner-ready, teacher candidates need to be ready to learn. That readiness to learn is what gets them through their first year, and getting through their first year is what helps them consider staying in the profession. At the same time, I would rather spend time working with teacher candidates and helping them to understand how to create culturally responsive lessons and how to manage digital technology in the classrooms rather than helping them understand the edTPA.

3/26/2018 6:47 PM

- 3 While the intent of these proposals is most positive in making clinical experience prior to student teaching more meaningful than simply observing classes, I see some real difficulty in implementing this. I personally know how demanding it has been to assist our teacher candidates to schedule the one hundred hours of observation, but this proposal will double those hours and will require arranging the active involvement of our teacher candidates in classes. That places a major burden on teachers in our partnering districts who have been willing to open their classrooms to the teacher candidates. This model may well work in upstate areas with central school districts with only one large high school and a few middle schools but it flies in the face of the reality of Long Island with over 120 individual districts. I wonder how realistic this is. It is interesting that the list of "Clinical Practice Work Group Members" had only one representative from Long Island so perhaps there is little familiarity with the educational geography of this area on the part of the group drafting the recommendations. The proposal calling for memoranda of understanding with districts, similarly, seems incredibly unworkable in our area given the large number of school districts. It is also interesting that there was little representation of classroom teachers who would be, in final analysis, the individuals having to open their classrooms for the additional 100 hours and arrange activities in which the teacher candidates could participate. Implementation of this strikes me as particularly challenging. And, of course, there is no mention at all of any compensation for teachers who would be working with teacher candidates in this new modality for clinical experience prior to student teaching and would now have to assume added responsibility for structuring lesson plans enabling participation of teacher candidates and coordinating this with the teacher candidates. I would also suggest that it creates potential problems for the teacher candidates themselves who would need to dramatically arrange their university schedules and their work schedules to accommodate what would be 10 hours of observation per week if one hundred hours were to be completed during a semester. Most of our teacher candidates need to hold down jobs in order to pay for their education and this requirement might make it impossible for them to continue in a program leading to teaching certification. Again, while the intent of this is positive, should this be adopted, I see it imposing a significant burden upon the teachers and the many districts where we have had long-standing relationships, as well as our teacher candidates. 3/25/2018 6:04 PM
- 4 In reviewing the draft recommendations, I see many positive changes. The one area I would like to see more of is the inclusion of an encounter with a school librarian. 3/23/2018 7:49 PM
- 5 My responses in this survey indicate that the Clinical Practice Work Group must look specifically at the expectations for teachers of students with speech and language disabilities. Although they are considered in class teachers, their education is not the same as classroom teachers. I don't think that they were considered when this document was created. I think they should be exempt and perhaps another work group of TSSLHD should address these issues. I also see that supervisors of student teachers should have 3 years of P-12 experience. I understand that the supervisor should be experienced but there are many ways to obtain this experience such as 2 years of P-12 experience and 10 years of college supervision, to mention one. Thus, there should be some variations in this requirement. 3/22/2018 10:52 PM
- 6 Our field partners and we have had so many changes to address since 2000 (new state program requirements, RTI, AYP, CCSS, APPR, NYSTS, certification tests, accreditation requirements) that we've barely had time to work together co-construct better preparation with our field partners. It might be good to settle in to these requirements, collect data, and respond later with changes in certification requirements accordingly and with attention to alternative routes as well as higher education pathways 3/22/2018 9:58 PM
- 7 The mandate of 200 hours is arbitrary. P-12 schools cannot absorb so many college students for so many hours. P-12 schools are rather busy educating their own students. Will teachers in P-12 schools get release time to coordinate all these students who will suddenly be in their schools twice as long. Why not roll out the gradation of experiences and leave the hours alone. We actually have some programs that have over two hundred hours, some have less. The flexibility enables us to do what we think is best for our candidates in the context of what is possible for K-12. Also, what was the problem that required a revamp of the regulations. It would be nice to know that when you are fixing something, what is it that you are fixing? Are our teachers lacking something? How do you know? Can you explain how increasing field hours, and therefore decreasing classroom instruction and the learning of content, improves teaching? 3/22/2018 8:30 PM
- 8 I believe an improved ability to develop partnerships among the P-12 and higher education folks is extremely valuable, however to just increase the hour requirement without a true partnership would not improve the quality of the experience. 3/22/2018 7:44 PM

- 9 Recommendations and regulations need to be take into account the differences between undergraduate and graduate programs, how to best support effective clinical preparation being mindful of unintended consequences (program completion, recruitment). See other feedback from regional meeting. 3/22/2018 6:59 PM
- 10 In addition to pleas about keeping our wage-earning candidates in mind, about shifting posture more towards guidance and the invitation to step-up with variants that increase quality (and do not just check boxes), we have one other broad concern to offer to these valiant efforts (and yes, we know this task is humongous!). That concern is: The emphasis on "in classrooms" seems designed to stymie (or, at least, undervalue...and "not count") the jewel of our graduate LD program's crown, the HC Learning Lab. It has served hundreds of NYC school children (for free) as the heart of our special educator preparation. It has also prepared dozens of teachers to work with other teachers and go on to other levels. Further, in the last 15 of its 35 years the Lab has partnered with schools as satellite settings and part of "going where the kids are." All of this has grown during afterschool hours over the course of a full year as intensive training that challenges our candidates far more than the "credits" they get for it. The current clinical proposals seem focused away from this kind of creative, committed enterprise, "counting" instead only "in classrooms" as legitimate clinical preparation. So, we urge, once again calling on the metaphor of bath water and babies, that the good bubbling of ideas not obscure variations of nascent (or longstanding) possibility. Please, let us talk about the LL -- face-to-face...or virtually. And let us work together to strengthen these proposals -- through diversity. Hey, I have even come up with some expansion ideas for the Lab -- let us connect for progress....also for fun....and, maybe, for funding... 3/22/2018 6:49 PM
- 11 THANKS FOR THE OPPORTUNITY TO E-COMMUNICATE HERE ABOUT THIS ! AGAIN, IT IS A WORLD DIFFERENT THAN FROM BEFORE 2006 ! 3/22/2018 3:44 PM
- 12 Why is three years of school based experience necessary for university based teacher educators in order to provide quality supervision? What we know makes a difference in educator preparation, from your own cited research (Grossman, 2010), is when a clinical supervisor (1) provides targeted and specific feedback to candidates; (2) connects clinical experiences to theory and research; (3) coaches reflective practice; and (4) fosters positive and frequent collaboration with the school-based mentor and other partners. None of these skills or qualities necessitate a specific number of years in the field or time since being in the field. This part of the recommendation seems unnecessarily prescriptive, and not grounded in evidence. 3/22/2018 3:10 PM
- 13 More rules and increased hours will not contribute to better teachers. We need to address the maturity of the students on a deeper level. These students...eventually teachers ..wear many hats, we need to ensure they are prepared for various roles, not just the classroom. 3/22/2018 2:52 PM
- 14 Homogenizing programs as will occur if these regulations are put in place will only create mediocrity. IHE have developed program in keeping with the mission of their perspective college, community needs, and faculty areas of expertise. It is not for State ed to create layers of bureaucracy. I would suggest that those items discussed as regulations be instead disseminated as recommendations. IHEs already have CAEP expectations and middle states expectations. At a time of shortages in teachers state ed should be considering how to recruit people to the profession and how to keep them in the profession. 3/22/2018 2:41 PM
- 15 Requiring another 100 hours of clinical practice prior to student teaching is problematic. Better quality rather than larger quantity of hours would be more effective, especially since we have very limited clinical sites available in a remote rural area. 3/22/2018 1:57 PM
- 16 Seems this is A LOT of added hours (doubled?) and new regulation. It seems extreme, and extreme new regulation typically doesn't roll out well. I would recommend scaling back a bit. 3/22/2018 12:31 PM
- 17 Clinical Partnerships 1. Is the requirement to have a formal MOU with every school in which a student does a foundational clinical experience? If so, Ithaca College would have had to establish 2,886 MOUs with schools between 2014-2018 because our 200+ music education students do many of their foundational clinical experiences in their home communities, as there are not enough local music classrooms to accommodate the volume of students/hours to complete the current 100 hour requirement. Clinical Experiences 2. Is there/will there be a published list of "designated high-needs schools?" 3. Can a candidate complete all of the foundational/intermediate hours with students learning English as a new language and students with disabilities virtually? The math seems to allow for this. 4. Is it correct that a Health Education and PE dual certification candidate could do 100 hours of foundational clinical experience and 50 hours of intermediate clinical experience in Health, 100 hours of foundational and intermediate clinical experience in PE, 70 days of culminating experience in PE and meet the clinical experience requirements for certification in both Health and PE? 5. Speech Language Pathology (TSSLD) currently has a 150 3/22/2018 12:21 PM

hour clinical practicum requirement in 52.21 (different from the 100 hours + 40 day requirement for others). Would that change to 200 hours and 70 days of culminating clinical experience, or will there continue to be different language for TSSLD? "(ii) supervised, on-campus clinical practica and off-campus, college-supervised clinical practica totaling at least 150 clock hours that include experiences with students with speech and language disabilities in early childhood, childhood, middle childhood, and adolescence. The off-campus practica shall include experiences in elementary and/or secondary schools. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable." 6. Does the 70 consecutive days include testing days, snow days, school vacations, or is it 70 consecutive student contact days? If a candidate completes two placements, can we build in edTPA writing days between the placements, or does consecutive mean there can be no break between the placements? What are the consequences of not having 70 student contact days, if snow days prevent that from being a possibility in the spring semester? 7. The recommendation language as written is unclear about whether two placements are allowed. Currently, all of the definite and indefinite articles are singular, as is the phrase "culminating experience." There is no indication in the language as written that the 70 days could be divided into multiple placements. The old language was very clear (at least two college-supervised student teaching experiences of at least 20 days; or at least one college-supervised student-teaching experience of at least 40 days). If this is what you mean, but the number of days is longer, please change the language to say "at least two college-supervised culminating clinical experiences of at least 35 days; or at least one college-supervised culminating clinical experience of at least 70 days." 8. Section II, Part 3.d. states "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." Does this exclude afterschool programs and community-based tutoring programs for all but 50 hours of clinical experience? 9. You cited policy briefs from Stanford and Bank Street as foundational literature for your consideration of these recommendations. Both documents repeatedly state that there is no evidence that more time in schools results in more effective teaching. Given that, are you unnecessarily increasing the burden on P-12 schools to mentor candidates, IHE's to revise curriculum, students to cram more into their schedules? a. "While more time in schools produces more potential opportunities for learning, relatively little research has been done about the length of experience" (Grossman, 2010, p. 3). b. "More time in a problematic setting is not necessarily better than less time in a high-functioning classroom with a strong mentor." (Grossman, 2010, p. 3). c. "The research suggests that the value of clinical experience depends at least as much on the quality of the experience as on the quantity" (Grossman, 2010, p. 3). d. "We have no means for data collection that would allow reliable analyses of whether certain techniques or experiences translate into improved teacher performance several years after a candidate enters the class." (Sustainable Funding Project, 2016, p. 32). These same documents cite what research does show about quality preparation: a. "Cooperating teachers who provide both instructional guidance and opportunities for independent teaching" (Grossman, 2010, p. 5). b. "Development of better tools for evaluating the quality of novice teacher practice and for providing feedback around the specific elements of clinical practice" (Grossman, 2010, p. 7). c. "Careful attention to the quality of schools and classrooms in which novice teachers are placed and to the quality of feedback and supervision they receive on their work" (Grossman, 2010, p. 7). d. "Opportunities for on-going input and collaboration around course curriculum, candidate performance, recruitment needs, and continuous improvement efforts" (Sustainable Funding Project, 2016, p. 32). I worry that when you add more, it means people can do less. The quality of the supervision is compromised by the sheer volume of supervision. Both P-12 partners and faculty have only so much capacity. Perhaps the regulation would be strengthened by leaving the hours the same, and highlighting instead the language around "intentionally designed, sequential, and scaffolded learning experiences;" "on-going opportunities for reflection and assessment;" "seminar that is focused on the teacher candidates' professional development during the experience." These are the things we know make a difference, and they are getting lost in the arguments over number of hours and number of days, which we have no evidence make any difference at all. Clinical Supervision 10. Why is three years of school based experience necessary for university based teacher educators in order to provide quality supervision? What we know makes a difference in educator preparation, from your own cited research (Grossman, 2010), is when a clinical supervisor (1) provides targeted and specific feedback to candidates; (2) connects clinical experiences to theory and research; (3) coaches reflective practice; and (4) fosters positive and frequent collaboration with the school-based mentor and other partners. None of these skills or qualities necessitate a specific number of years in the field or time since being in the field. This part of the recommendation seems unnecessarily prescriptive, and not grounded in evidence.

18	<p>Although no one would dispute the fact that clinical experiences are very important, and although it is stated in the preface to the draft recommendations that "[t]he work group is composed of members from the P-12 and higher education communities, the proposal, though well-intentioned, seems to lack a total sense of reality. Even though we have developed excellent relationships with our K-12 partners, it is evident that they are at their limit when it comes to accommodating our students for their current 100 hours of field experience. To simply increase the hours to 200 is not only impractical but mainly naïve. It is not the number of hours that makes the difference; it is the QUALITY of the hours that matters. The work group also does not seem to take into account the fact that our students have course work to complete. In the last few years, several courses have been developed and added to different programs to comply with NYSED mandates and to fill gaps we have identified ourselves, some of which through helpful recommendations from CAEP. Students already have almost no room at all for electives, and the additional time these extra hours would require will make teacher preparation programs not viable. Had one decided to conspire against the public school system aiming at destroying it, I do not think she or he would have been this effective. Further the specification of foundational and intermediate clinical experiences assumes that the K-12 system is at the beck and call of higher education. This would be now one more specification in an already hard-to-meet requirement –not because of lack of collaborative interest but because of practical issues of placement availability. It is extremely hard to believe that our partners in K-12 are totally involved or even aware of these draft recommendations. Those with whom I have personal relationships were not aware of such recommendations and were furious to learn about them. PLEASE do not annihilate our public school system. We have been working very hard with our partners, with CAEP, with our own students and graduates to improve our programs and keep developing real partnerships ---not dictatorial measures without any grounds in reality.</p>	3/22/2018 12:03 PM
19	<p>1. "Meaningful Engagement" needs to be clarified 2. Meeting the 20 hours requirement for ELL is a hardship for universities/colleges in rural area where that population doesn't exist. 3. The language regarding University-based educators having taught in the past five years is confusing. Many of our university supervisors are retired teachers who do a wonderful job. Does this language mean they can't supervise once they've been out of the classroom for five years? 4. What is the foundational reason for increasing the hours by such an extreme amount? Is it research based? Has the impact it would have on the educational program they receive been considered? Why was that number selected? 5. When will this be implemented and how? Will it begin with one class at a time or will all students have to meet that requirement at once. 6. Clarify the 70 consecutive days language regarding student teaching. Perhaps change it to a semester-long experience. 7. Meeting these requirements in colleges that are in a rural or high-poverty area seems discriminatory. At a time when we are being asked to increase diversity on campuses (which is a good thing!), we need to be sensitive to the needs of students who have fewer resources and less access to transportation. 8. We need to be sensitive to our public school partners and be certain we don't place extra burdens on already over-burdened teachers and schools.</p>	3/22/2018 11:56 AM
20	<p>I do not believe anyone who has not had at least 5 years of teaching experience should take on the responsibility of a student teacher. There is a huge learning curve over the first five years of ones career. They are inexperienced, still learning and developing their style and establishing their report with students and fellow teachers/staff. This is not an optimal situation to subject a student teacher to. The Cooperating teacher with less than 4 years of experience is also not tenured.. This puts that teacher in a very tenuous position should something not go well. While the designation or absence of tenure does not indicate the teacher's effectiveness or talents however it does determine their vulnerability. This is an unfair position to ask someone who may not realize its significance to be in.</p>	3/22/2018 10:08 AM
21	<p>Do private schools train teachers? Since they're not held up to the same standards as public schools I don't think that should be a sole training site - if one at all.</p>	3/22/2018 9:04 AM
22	<p>outstanding draft recommendations!</p>	3/22/2018 8:19 AM

- 23 Some students enter teacher education knowing more about the workings and languages of schooling that others, either because of volunteer work, having parents who are educators, or both. More hours in the field could help to level the playing field, and enhance students' ability to shift their stance as students to stances as teachers, however, the increased costs of such field work will likely negate the value of this time on task. Such requirements also unduly burden higher education teacher training in light of other, fast track approaches to certification. I wish for more time with current regularions to build professional development and coaching models for instructors, supervisors, and school partners with school partners, responding to assessment of candidate learning outcomes with forward thinking collaboratively developed assessments and instructional solutions, and building bridges across preservice, induction, and development of practice through mastery. Increasing hours in the field will undercut this ongoing tinkering, as well as our recruitment of a diverse range of candidates and program costs. Our field partners and we have had so many changes to address since 2000 (new state program requirements, RTI, AYP, CCSS, APPR, NYSTS, certification tests, accreditation requirements) that we've barely had time to work together co-construct better preparation with our field partners. It might be good to settle in to these requirements, collect data, and respond later with changes in certification requirements accordingly and with attention to alternative routes as well as higher education pathways. 3/22/2018 7:17 AM
- 24 The shift to 200 hours of pre-student teaching field work raises many concerns, especially for the secondary level. Students were never consulted. College programs for secondary-level certification, local schools, P-12 and college faculty, students, and their families are among the stakeholders who would be negatively impacted by this change. Some of the concerns: • Adding 100 hours of field experience would require approximately an additional year's worth of program components, linked to two or more courses. In some programs, this would mean students would have to start in their sophomore year and/or perform fieldwork during college breaks. We could no longer have a 4-year program with credit maximum set by SUNY. Terrible impacts on transfer students, those who need to work, potential to study abroad. • The time in schools and travel time to and from placements would have to be integrated into student schedules, which are already full with coursework, jobs, and activities. A preliminary survey of our program's majors indicated that such an increase would have dire impacts on students' ability to complete and even pay for their work toward teacher certification. • The proposal includes no discussion of the resources to increase the fieldwork, especially the 100 hours requiring more intense mentoring by P-12 teachers, and college supervisors. The teachers and schools are already overextended, and some have already closed the door to further placements. • When we asked, we were told the NYSED Committee that developed the change did not discuss possible impacts on teacher candidates' commitment of time and coursework to learn content they will teach. NOT appropriate for secondary-level programs. May work for elementary. • While some research supports the positive impact of longer student teaching experiences for teacher candidates, none supports the impact of increasing pre-student teaching fieldwork. 3/21/2018 11:15 PM
- 25 More detailed description re: how to apply for alternative methods of fieldwork 3/21/2018 11:00 PM
- 26 First of all - this survey was awful. It forces respondents to identify themselves by institution/role, which does not allow for free expression. Secondly, the design of the survey does not allow for true feedback on what is proposed by the work group. The questions force respondents to react to only specific parts of the recommendation in a very narrow way that seems to limit the comments that can be provided. At the very least, the same prompts used at the "open" meetings should have been provided in the survey. I will use those prompts to frame the rest of my comments. On clinical partnerships, I will repeat that unless P-12 is going to be required by state regulations to participate in partnerships with IHE's for the purpose of preparing teachers, then the section on clinical partnerships should remain as they are in current regulations. The proposed requirement that IHE's construct MOU's with P-12 "partners" means that IHE's will have to go begging local schools to participate in these partnerships with no recourse if schools say no. How can these be called partnerships if one party is required to have them but the other isn't required to participate? In the area of clinical experiences, the proposed regulations are far too prescriptive in the levels of the experiences required. It is hard to imagine how NYSED would be able to monitor the implementation of this type of regulation in a consistent and fair way. NYSED already requires us to have national accreditation so we are already held to high standards around clinical partnership by these standards - but at least with these standards, we can structure the clinical experiences and partnerships in a way that best suits our programs and our local school contexts. These proposed regs require us to use state defined "levels" of clinical experience rather than those that are generated within the local contexts and programs. Doubling the number of pre-student teaching hours is also problematic for a number of reasons. First - it does not take into account the burden this puts on school hosts. With strict APPR processes and pressure for teachers to prepare students for state tests, it is difficult for us to find placements for 50 to 100 hours. To now propose doubling those hours and at the same time not compelling P-12 schools to partners with us - the 3/21/2018 10:17 PM

state will be relegating us to find "warm bodies" to host our students. More hours means more hosts - and more hosts likely means hosts of lower quality. Second - Where is the research that suggests that 200 hours is the magic number of hours that will make a better teacher? It is not the quantity of hours that supports candidate learning; it is the quality of the experience and the quality of mentoring they receive. Yet these regs say nothing about P-12 schools providing high quality mentors who can host teacher candidates. The 70 days of student teaching is equally problematic. Why 70? Is there research that says 70 consecutive days of student teaching will lead to better prepared teachers? Also, is the state surveying teachers to see how many will be willing to take student teachers for longer periods of time - particularly at times of the year just before or during Regents exams or state tests? Again, we should be looking at the quality of the placements and mentoring - not the number of days in the placement. Finally, clinical supervision. As I mentioned before, to ask host teachers to participate in PD to be able to host a teacher candidate is to basically shut down our ability to recruit host teachers. We provide support and guidance to host teachers when our faculty are in the field with them and/or through on-line information for them. But this is not a "PD" process. We routinely hear from host teachers that they are too busy to participate in any PD we offer. If we require it for host teachers, we will have few host teachers left. In addition, it is concerning that NYSED would attempt to set standards for the qualifications of university faculty/staff for supervising teacher candidates. Three years of P-12 teaching does not mean that a person will be a high quality clinical educator. The state currently has multiple "pathways" into teaching which allow for a variety of experiences to qualify one to earn a teaching certificate. Why wouldn't we allow IHE teacher prep programs to determine the variety of experiences that qualify an education professional to be a clinical educator? Again, the IHE is subject to national and professional standards for maintaining high quality faculty and staff to administer our programs. Why isn't meeting these standards good enough to assure NYSED that we are hiring qualified people to administer our programs? I hope that in the future, NYSED will consider coming up with a different process when it undertakes the revision of any of its regs related to teacher preparation. First, did this group consider the current national accreditation standards related to clinical preparation for teacher preparation programs that all NYS programs are required to meet? Many of these standards speak to the clinical requirements and partnerships programs must have to achieve accreditation. Why do we need an additional set of regulations on top of this? Innovation in teacher prep (and in education in general) is being strangled by the multiple layers of regulation to which we are subject. Second - A survey needs to be sent out BEFORE any draft of revisions to regulation is made so that input from across the state can be considered as part of the drafting process. Once something is put into a "proposed draft" form, it is seldom changed no matter what the feedback on the draft is. This happens in teacher education all the time. It's unfortunately how we got all the hastily made changes related to the teacher certification exams a few years ago. Having been through this process before, many teacher educators simply don't believe their feedback will make a difference in the final product as it hasn't in the past. Will this process be different? If this work group is serious in making sure this is an open and transparent process, that results in a good policy, then ALL feedback on these proposals should be released to the public. The new draft that comes out of this feedback should then be circulated again to the field for further comment, even if this means delaying the timeline for presenting this to the regents. We need to remember what happened with the Race to the Top fiasco where widespread changes were made to the teacher certification tests on a short timeline. The resulting confusion and problems with the quality of the tests led to a nearly constant revision of state regulation and policy (e.g. "safety nets") over the last couple of years that did nothing to improve the quality of teacher preparation in our state. I urge this work group, the Regents, and NYSED to slow this process down to make sure that any changes to regulations are supported and endorsed by the field - both IHE and P-12 - as leading to the improvement of teacher preparation in our state. We know from long experience that hastily considered and poorly constructed educational policy never leads to any gains in either student or teacher outcomes. We owe it to our profession and our students to do better this time around.

- 27 In the recommendations, 50 of the 200 proposed hours pre-student teaching can be "virtual or simulated." If this remains, these terms should be more fully defined and examples should be provided in the guidance (not in regulation). In addition, I don't believe that all 40 hours with subgroups (students with special needs and ELLs) should be able to be completed virtually. I believe at least 20 of those 40 hours should be in-person, though I would be fine with all 20 of one subgroup (e.g. ELLs) being virtual if that is needed for more geographically isolated EPPs. It needs to be specified if the culminating (student teaching) experience must be a single placement or if it can be multiple. In addition, 70 days should either be reduced or replaced with terminology like "equivalent of one semester" in length. University-based teacher educators involved in supervision do not need 3 years P-12 teaching experiences and to have been employed within 5 years. The 3 years P-12 teaching experience, especially if it was years ago, is not necessarily as relevant as other school-based experiences. In addition, the skill sets for P-12 teaching and supervision of student teacher candidates, while related, are not the same. In addition, many P-12 retirees are engaged in supervision on a part-time basis and have not been employed in the last 5 years. It would be shame for the field to lose their expertise. Perhaps these two things (a. 3 yrs p-12 teaching experience, b. employed within the last 5 years) could be OR rather than AND. 3/21/2018 9:19 PM
- 28 none 3/21/2018 8:54 PM
- 29 The 70 days of culminating clinical practice will be very difficult for many higher education institutions to match the typical 14 or 15 week college semester. If a program has a 10-month consecutive internship which includes the consecutive teaching of combined field experience and student teaching, the program should be allowed flexibility to meet the new time/day requirements. 3/21/2018 8:45 PM
- 30 Thank you for your wonderful work! 3/21/2018 8:07 PM
- 31 This set of recommendations does not take into account certified teachers who are earning a new certificate who cannot take the equivalent to more than half a school year off from their jobs to do approximately 100 days of student teaching. Adding even more hurdles to teacher certification (such as GRE requirement and undergraduate GPA 3.0 requirement if a graduate GPA is higher and proves ability to succeed in graduate work). Some of the requirements for the "pedagogical core" are extremely outdated (the child safety topics of arson/drug/highway safety) yet there is no inclusion of a first aid requirement, which almost every teacher uses at some point. These new requirements will ensure that there will be a sudden drop in applications for programs in any sort of teaching certification and the resulting dearth of certified new teachers so NYSED will have to welcome teachers from other states who did not have to do these new requirements. Especially for people earning a graduate degree for a new certification, this is a terrible set of new recommendations. 3/21/2018 5:27 PM
- 32 The overall tenor of the document is top down administrative when it should be relationship driven. MOUs do not create relationships. Shared vision does. A commitment to high need areas and culturally and linguistically diverse students goes a long way. 3/21/2018 4:39 PM
- 33 We are concerned that the draft recommendations appear to address the quantity of time spent in the field, without really addressing the quality of the experience, nor with any clarification as to how this increase will be implemented across areas of NY State. While we appreciate the bullet that suggests the importance of professional development for the mentors, this does not sound like a hard requirement, nor does it clear whether it is expected (as we would like) that districts and higher ed collaborate on crafting the professional development. 3/21/2018 4:02 PM
- 34 In principle there should be school-higher education partnerships, but P-12 student teaching placement processes are highly variable and change from year to year. In short, given current demands on schools, the process is difficult, and I am opposed to putting yet another responsibility onto school systems that are already under a lot of stress. School-based teacher educators (teachers for the most part) are already overburdened, which has increased with CAEP, and asking them do more would discourage them from being cooperating teachers. There are already difficulties in locating qualified supervisors and they have significant time commitments in their supervision, which have increased due to CAEP. I am reticent to place yet more demands on them. These proposed regulations are great in principle but ignore the already onerous demands placed on schools and teacher preparation programs. 3/21/2018 2:34 PM

- 35 1. "Meaningful partnerships" needs to be explicitly defined and examples given. 2. How many MOU's are acceptable for a college to have? 3. Keep in mind, some colleges and/or districts are small and may only place one student per year in a given district. Would this warrant an MOU? 4. The recommendation of increased hours for Fieldwork includes up to 50 hours in virtual experience. I would suggest eliminating those 50 hours. Students need REAL life experience. 5. Keep in mind a teacher shortage is beginning. Why are you choosing now to make becoming a teacher more difficult? I believe the current requirement of 100-150 Fieldwork hours are sufficient. I would support an increase to a full semester of student teaching (60 days). 3/21/2018 2:27 PM
- 36 I see some potential issues with the recommendations. 1) Getting 70 days in one semester for student teaching is difficult is not impossible given the P-12 schedule (including holidays) and the misalignment of the college schedules (even removing their breaks). 2) The increase in hours overall will result in more time commitments from P-12 teachers of which many institutions are already feeling a shortage of willing hosts, and decrease the time students spend with professors in courses dedicated to providing the base knowledge, skills, and strategies needs to be successful in these clinical experiences. The added hours may also create another barrier for attracting prospective teachers and keeping them. 3) The language around who can supervise and teach seminars for student teaching is limiting and will create problems for smaller colleges especially. I do appreciate the flexibility in the wording of the clinical partnerships, which would allow institutions and P-12 schools to create what works best for them. I also appreciate the flexibility in the description of the seminar that goes with student teaching, as many institutions have their own ideas about what should be contained based on what courses students have taken, the institution's values, and the actual experiences of their students in the field. 3/21/2018 1:39 PM
- 37 I am also very concerned about the requirement that all higher-education faculty must have 3 years of P-12 experience to supervise clinical experiences. In a specialty area such as art, music, or PE, there are clinical faculty that have worked extensively with children outside of the classroom, that can offer a lot to our students that don't meet that 3 year requirement of full-time school based experience because it might not be full-time or it may be community based instead. 3/21/2018 12:52 PM
- 38 A major obstacle we face in placing students for field experience and student teaching is that we cannot offer many incentives to Cooperating Teachers. The SUNY stipend of \$200 per eight weeks of mentoring hasn't been raised in decades and demonstrates just how "valuable" the work of the CT is considered to be. This, along with the P-12 district's lack of obligation and/or accountability in accepting teacher prep candidates makes the "partnership" between the teacher prep program and the P-12 school very one-sided, with the program essentially "begging" for placements each year and the district responding (or not) to the need. This hurts districts as well, because when they need to replace teachers in high-need content areas (math, science, etc.) they often call the field office asking us to pull a student from student teaching so they can hire that student as a long-term sub. (These are often the same districts who refused to take field visitors or student teachers in the previous semester or academic year). This is not in the best interest of the teacher candidate or of the students in the classroom, who deserve well-prepared and well-supported teachers. 3/21/2018 11:52 AM
- 39 In addition to being a FT elementary-based SLP, I also work as a clinical supervisor in the graduate program at LIU/CW Post. I think that as the methods of teaching change, and various teaching methods (i.e. collaborative teaching between a speech pathologist and special education teacher) are utilized, students in both programs need the opportunity to learn HOW to collaborate effectively with each other and how to plan appropriate, targeted lessons. 3/21/2018 10:37 AM
- 40 Teachers should be in year five or beyond before being able to supervise a student teacher. 3/21/2018 9:46 AM
- 41 Increasing the number of hours for teacher candidates' field experience is great, but this would add credit hours to the program and, as a result, would increase tuition. At the graduate level, we hardly have decent enrollment; if the cost of the program goes up, this would lead to another decrease in enrollment. At the same time, given Common Core and other novel things that teacher candidates have to learn about, the reduction in hours for method courses with be a disastrous alternative. 3/21/2018 9:23 AM
- 42 I have not seen research supporting the notion that we should double the number of clinical hours prior to student teaching. In addition, it creates logistical difficulties with student scheduling and even the ability to find area teachers who are willing (or able) to host teacher candidates. 3/21/2018 8:00 AM

43	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)	3/20/2018 10:14 PM
44	Not supportive of smaller colleges with effective EPPs. We were basically told, by a member of the workgroup, that some smaller colleges will have to give up their programs due to inability to meet all the requirements. He showed no concern for our issues and basically communicated little empathy to us as he spoke.	3/20/2018 8:15 PM
45	One worry about increasing requirements is that the teacher shortage we are facing will become worse. We graduate highly qualified teachers and put them through a rigorous program. To add more requirements would make the program prohibitive for a number of teacher candidates.	3/20/2018 8:01 PM
46	The proposal as it is constructed now represents substantial challenges to my institution, SUNY-Potsdam. New York has among the highest standards for becoming a certified teacher and I believe it is well reflected in the quality of our schools and the teachers who are working in them. Please recognize that there are large teacher-education programs set in rural areas. The observation hour requirement as it is forces us to work with students to observe during breaks and while away from campus. This is a unique burden that students in large population areas do not experience as acutely. Doubling the number of hours may lead to students who are better prepared to enter the field, but I would appreciate if NYSED made that case in a compelling and clear manner. As we face ongoing challenges to attract quality candidates to music teacher education, making the licensure-imposed requirements would only detract from our autonomy to prepare our students in ways that we feel is most important. Further, the challenges of doing so in our rural setting are harrowing and frankly, overwhelming. I encourage all involved to consider what these changes look like in Potsdam as much as they might imagine them in Albany or on Long Island. Finally, are there issues with early-career educators that would be effectively ameliorated with a doubling of time in schools? If so, what are those issues? Would it be possible for the issues to be presented to the teacher education programs so we might recommend potential solutions before an additional mandate is thrust upon us?	3/20/2018 7:26 PM
47	Many of our pre-student teacher candidates hold full-time jobs in order to pay for the course - imposing an inordinate amount of hours away from their workplaces during the practicum would impact on enrolment and perhaps might preclude applicants from choosing a teacher education program in New York state.	3/20/2018 6:24 PM
48	Issues of scale need to be considered. If intermediate level clinical experiences are to be supervised this will generate additional faculty load and cost for small programs, which they might not have the infrastructure to implement or sustain in an era of constrained resources.	3/20/2018 6:06 PM
49	Feel it is so important to insure that we have qualified educators mentoring future teachers. So I applaud your efforts in obtaining information from those who either mentor student teachers or teach them at the university/college setting. Biggest concern with proposed changes is making regulations that would not allow future student clinicians in allied health fields the ability to complete internships in a variety of settings. Any student graduating wants to have the flexibility to work in a variety of settings, especially given the changing job market and loan debt of these students.	3/20/2018 4:42 PM
50	I generally support these recommendations. However, I believe the rumored increase to 180-200 hours of observation is excessive without data showing efficacy. I believe that quality of observation experience is far more important than quantity, and I am concerned that many of our universities will struggle to meet the proposed requirements of total hours and subcategories of hours, especially ELL and special education. I hope to see some flexibility in how the requirements can be met.	3/20/2018 4:42 PM

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| 51 | Retired teachers who function as employed faculty in teacher education programs in higher ed sometimes fail to keep abreast of current theoretical and practical ideas emerging from higher education. Instead there is a tendency among this group to pass along "tips & tricks" that contribute to reproduction of socially unjust ideas and practices. There is also a tendency for this group to perpetuate practices that are sometimes unwittingly unethical. The point is that there appears to be no quality control regarding knowledge, skills and dispositional qualities for employment of continuing development. Quantification of years of experience (or required continuing professional development) will likely not address the concern here. ...unless there is required and specified development focused on educative mentoring lead by both higher ed and cooperating teachers familiar with and known for practices derived from the concept. | 3/20/2018 3:52 PM |
| 52 | I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)" | 3/20/2018 2:26 PM |
| 53 | You must do a financial impact analysis for all stakeholders (teachers, higher education institutions, districts, administrative costs, candidates - if extra time/credit hours, Excelsior scholarship requires 4 year degree, higher ed faculty) Quote from Laura Glass: "This won't impact any future teachers currently in the pipeline". For once, let's not have NYS do something just to be first and more hours and then have to walk it back or offer safety nets. As you consider additional hours and the additional resources that will be needed, please also consider that currently teacher cert programs are at record lows. How will we accommodate these hours when numbers rebound which they must to meet needs for things like STEM teachers. Increasing additional requirements for teacher prep programs at higher education and then still allowing backdoors like looking for charter schools to certify with way less requirements makes no sense. | 3/20/2018 2:02 PM |
| 54 | I'm nervous that the number of hours in the field will increase the number of credits in the courses we're offering, and we are already up against the cap on credit hours in our program. I'm nervous that all of these good ideas will have unintended negative financial consequences for schools, colleges, and teacher candidates. I'm nervous that we're just picking a number of hours (like 200) without any basis in research that says that 200 hours is better than 100 hours. I'm nervous that colleges like mine (in an area whose population is far from dense) will be unable to find districts close by with whom we can partner through MOU. | 3/20/2018 2:00 PM |
| 55 | This taping of a lesson that has to show very specific skills is often next to impossible without me, the co-operating teacher, getting totally off my own curriculum. I'm all for taping a lesson but the criteria needs to be more generalized...show a set, show teacher input (presenting material), show modeling and guided practice, show some independent practice...That is the basis of any good lesson (or group of lessons) and that is all that should be required in the video. | 3/20/2018 1:20 PM |

56	(1) Please conduct a fiscal impact outlook/projection for all stakeholders (e.g., from candidates who will have to pay more in tuition for longer clinical experiences, to P-12 partners who will need to provide resources to support teacher mentors, to IHEs who will have to add credit hours to programs and allocate more financial resources in the form of administration/staff to manage clinical partnerships) before making these policy recommendations; it is irresponsible to make policy recommendations that: (a) aren't grounded in evidence related to their potential outcomes/implications/consequences; and (b) do not also include an outlook/projection on the cost of the policy, and who will be responsible for paying it (i.e., the proposal at hand will require considerable investment from NYS to be successful); (2) If regulations and/or guidelines like these are to go into effect, please also enact regulations to curtail "back-door" certification pathways (e.g., the charter school pathway, other provisional pathways) that could be used to avoid these experiences; it is disingenuous and confusing to say, on one hand, that we need more rigorous teacher learning/education to make teaching better, and on the other hand, that we need to provide means for people to circumvent such rigorous teacher learning/education because of so-called "market demand" (consider these regulations a way to SET the market); on that point: (3) what are our overarching aims/ends, here: (a) to do what research tells us is best for students, teachers, and schools; (b) to satisfy/respond to market forces; and/or (c) to one-up what other states are doing? It strikes me that (a) is the most ethically defensible, and (b) and (c) are less so, as rationales; (4) how do these proposed regulations affect the clinical experience requirements for those who are initially certified, seeking a second initial certification during professional certification programs? (5) how might the MOU requirement affect power dynamics among P-12s and IHEs, and competitive or collaborative relationships among IHEs? (6) do all stakeholders in P-12 institutions actually want these regulatory changes, given pressures on their time and resources? How do we know they'll support them?	3/20/2018 10:55 AM
57	Will professors be deemed unqualified to teach if they have fewer than three years of full-time K-12 experience, or will they be grandfathered into the system?	3/20/2018 10:11 AM
58	We need to be cognizant of how increasing expected hours in the field will bring financial burdens to the students (less hours available to work to support themselves), colleges (to have to pay more for clinical supervision of the increased hours), and to teachers (who need to be able to feel this is a partnership - financial payment is always helpful). We also need to think about how this works for students in dual-certificate programs. How many hours will this mean for them? Is it manageable with the already packed courseload?	3/20/2018 9:28 AM
59	It is already difficult to find high quality cooperating teachers. Given the present demands on the teaching profession in New York state already, adding professional development and extended time we will have an even greater time finding classrooms in which our student teachers will be able to meet the state's requirements for observation and student teaching. I have no idea why there even is a Clinical Practice Work Group. The standards in NY State are already high and given the extensive requirements for passing edTPA we DO NOT need to increase the standards for teaching certification. YOU folks must be looking to increase the teacher shortage even further. NO ONE will want to become a teacher if this state takes an even more difficult path towards licensure. Additionally, teacher prep programs cannot afford the increased time it will take or additional money needed to meet the proposals this work group is considering.	3/19/2018 11:00 PM
60	None	3/19/2018 6:03 PM
61	Please, please, reconsider the 200 hours. It burdens candidates: they often don't have transportation of their own in their early college years, and they already have a jam-packed schedule. It will take away from the time and number of credit hours they can spend mastering their content. The 200 hours burdens our P-12 partners. It is already difficult to secure placements and to ask for more placements, especially without funds to compensate these P-12 partners, will put us in a difficult spot. Where will the money come from for these heightened regulations? Where is the research that shows 200 hours is better than 100? How can we turn our attention to the quality fieldwork placements our students need, which is not solved by just adding more hours.	3/19/2018 5:50 PM
62	200 hours of foundational and intermediate clinical experiences will be challenging for lower income teacher candidates who may not have reliable transportation and/or need to work a lot of paid hours in order to pay tuition. It is already difficult to recruit teacher candidates from underrepresented groups so we need to be very cautious about just adding on hours. We might be able to accomplish the same outcomes with more flexible but structured requirements.	3/19/2018 4:16 PM
63	n/a	3/19/2018 3:12 PM
64	n/a	3/19/2018 3:12 PM

65	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)	3/19/2018 1:29 PM
66	More time in real classrooms- start earlier in their degree program, remain consistent over the course of study, and more "real" teaching opportunities embedded in their curriculum.	3/19/2018 8:55 AM
67	In looking over the new draft regulations doubling the observation hours and placing greater burdens on those who have the responsibility of organizing student observations is a major concern. In addition teachers opening their classes to observation would be required to handle greater responsibility without any compensation for their work. I wonder if those who traditionally participate in these programs would simply cease to allow student observers based upon these burdens.	3/19/2018 7:44 AM
68	The problem with NYSED and all of the accreditation bodies is that you/they want master teachers when the newly graduated teachers are tyros and they need years of experience to find out what kind of teachers they will become/want to be. Why aren't the people in powers ignorant to this. So frustrating.	3/18/2018 10:31 PM
69	none	3/18/2018 6:25 PM
70	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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).	3/16/2018 2:59 PM
71	You need to include the term mentorship throughout your recommendations. Raising hours does not mean a better experience. Hard enough to find placements as it is but working on mentor preparation should help. Thank you for allowing our feedback!	3/16/2018 1:46 PM
72	So much needs to be altered and re-evaluated in all these areas. Our social and economic problems are so all-encompassing that a whole new revolution in teaching practices much be developed or we will continue to fail as teachers for generations to come.	3/16/2018 12:46 PM
73	Using videos and structured observation could also be very helpful for students with disabilities and English Language Learners. I feel that more hours is not always better. We really need to focus on the quality of the observations.	3/16/2018 10:44 AM
74	quality ENL experience is geographically based- not all schools offer quality programs that are models for pre-service teachers. Multiple certification should be encouraged and hours may be condensed with co-teaching/inclusion as this is best practice.	3/16/2018 9:45 AM
75	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)	3/15/2018 9:14 PM
76	have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)	3/15/2018 6:35 PM

77	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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)	3/15/2018 3:29 PM
78	I have a concern of how a minimum of 200 clock hours of fieldwork, with an addition of 50 clock hours for those pursuing a dual degree will lessen the numbers of candidates of lower incomes pursuing full time graduate school, as they will have less time to work outside of school. I would like to strike this from the changes: 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).	3/15/2018 1:24 PM
79	There may be an opportunity to gather more information with a forum or discussion group format in addition to the survey	3/14/2018 11:42 PM
80	Two additional pieces of feedback 1. This survey constrains the responder to one category - I.e. P-12 educator vs university faculty. In my case and I think many others, I have both perspectives being a retired BOCES Assistant Superintendent with 25 years of public education experience who is currently an adjunct faculty member in a teacher education program. 2. Whatever changes are actually made need to be phased in over time, with lots of discussion both within institutions and across P-12 and higher education institutions.	3/14/2018 3:21 PM
81	The hands on experience is very important for the student teacher because they are actually teaching and applying what they have learned. Also they need to learned about paper work and data.	3/13/2018 3:13 PM
82	please consider the demand of observation hours and length of student teaching, hours of observation should not increase and having students interact except for student teaching - organizing and planning will be difficult	3/13/2018 7:48 AM
83	Until the edTPA is removed from the practice teaching experience, there will be insufficient time for student teachers to devote themselves fully to their placement. Student teachers now currently must ensure that the edTPA gets their full attention and so that robs valuable time that used to be spend giving students and their lessons the full and undivided attention so greatly needed to have a robust student teaching experience.	3/12/2018 3:52 PM
84	To my knowledge, there is a misuse of the word "foundational" in the document that takes away an important level of meaning. To me, foundational doesn't exactly mean "beginning" and time isn't the most salient feature. The fact that a foundation is often put down before other things are added doesn't mean that the time part is the most important part. The way the group has clinical experiences mapped is related to time - from beginning to culminating - but if you use the term "foundational," that related to the vertical building of clinical practice - not the left to right time progression of it. A foundation is at the base - not at the beginning. I think it's fine to arrange clinical experience chronologically, but if that's the goal, then the word "foundational" should be changed to something like "initial" or "beginning." I would like something in the document to acknowledge the stacking (vertically) of experiences on a foundation because learning to teach does involve layers of experiences that are transformational rather than just sequential.	3/12/2018 10:57 AM
85	I find that students exiting programs lack knowledge in working with special education. Most have never looked at an IEP. I feel that students should have the experience of writing an IEP just so they a knowledgeable about the parts of an IEP. I also think they should sit in on a CSE meeting. To learn the process. Every teacher will have special needs students in their rooms.	3/12/2018 9:23 AM
86	- Need to be mindful on the costs to students - Need to be mindful of the commitments we're asking people to make to host students - There is a current teacher shortage. Would these increased demands deter people from wanting to pursue an educational career? - Need to think about how will these increased demands impact colleges and school districts - Will there be any alternative pathways?	3/12/2018 8:59 AM
87	Hofstra has an exemplary model for under grad elementary students but it is costly and time consuming. It will be a hardship for CUNY students who are less affluent. It also assumes that methods instructors do not have scholarly agendas.	3/11/2018 10:11 PM

88	Working with two accredited program over 20 years of secondary and post secondary teaching, I find the current standards, and use of EdTPA to set a very high bar for quality educators, at least through the two programs I have worked with. Teacher education programs that are found to be unable to produce high quality graduates within the current guidelines should be called into question and reviewed for following appropriate procedures. Increasing the time expectations will simply add stress to the current system and students, without assuring an improved products. High quality teacher candidates are now choosing non-teaching options due to cost-benefit ration of time and money invested compared to starting salary and stress for teachers. Our teacher development process may certainly not be the most critical area of focus for the State Education Department. My students are highly qualified and secure jobs prior to graduation, every time.	3/11/2018 3:04 PM
89	A one-sized fits all structure for student teaching may be expedient, but may be the best way to assure quality outcomes. There is a wide variety of programs/structures across NY that vary by specific discipline and certification area. These broad array of successes should be recognized and encouraged.	3/10/2018 10:03 PM
90	None at this time.	3/10/2018 12:50 PM
91	The librarian in every school can provide a key link to any teacher, especially a student teacher, in terms of relevant print and digital resources, ideas for implementation, hands on learning, and more! Should be required that the student teacher take advantage of this rich partnership with school librarian to see how they can maximize impact through collaboration and division of labor and expertise. Too many student teachers think asking for help is a weakness...need to shift them to see that as a strength. Librarians can guide that aspect and should be expected to be involved.	3/9/2018 6:04 PM
92	I definitely would like to see more of a focus on observation of teachers. Curious above the alternate pathways in section IV	3/9/2018 5:28 PM
93	The requirements in NY State are already rigorous. It is challenging enough to recruit new teachers to the profession/state. I do NOT recommend increasing mandates for teacher candidates, mentors, OR university-based teacher educators. Suggestions and recommendations for working in partnership with P-12 high-needs schools using a co-teaching model would be wonderful but new mandates would hurt the field.	3/9/2018 3:50 PM
94	The addition of 100 hours to the already 100 hours is not a realistic expectation for most colleges and universities. The proposal as is, needs more detail and explanation. As it is written now, will not be successfully met by most colleges and universities. The expectations are unrealistic.	3/9/2018 3:35 PM
95	Teaching in a diverse environment requires so much preparation in addition to state requirements we are turning off quality young folks to the teaching field. Focus your energy on stronger parenting skills. Let teachers get students excited about learning the rest take care of itself. All the requirements in the world are not going to change students who are not ready to learn or parents who do not care about the education of their children.	3/9/2018 2:01 PM
96	I do support the proposal that all student teachers take a concurrent seminar class during their student teaching. Though it does add more stress and responsibility on the already heavy load of the student teachers, it can also provide a support group for them as well as an opportunity to address such issues as classroom management while they are dealing with it head-on. The structure of such a seminar should perhaps be every other week and would need to accommodate those students who are student teaching a significant distance from their college institution. Skype or FaceTime might be options for such students.	3/9/2018 11:34 AM
97	I do not agree that student teachers should spend their entire clinical practicum in one placement. It is necessary for them to experience different grade levels since this affects their planning and teaching in a wide variety of ways. I also don't think it is wise to continue adding to the hours of observation and clinical practice. If this occurs, they will need to overlap with degree coursework requirements and it will be stressful as well as possibly deter students from completing the teacher education programs.	3/8/2018 6:00 PM
98	Be cautious how much you add to an already overloaded undergrad degree. We need students to feel attracted to teaching programs and we need flexibility in our programs to offer innovative curriculum. Once students graduate and begin teaching, they'll learn a lot on the job. We should back off on too many requirements at this early stage in their development.	3/8/2018 3:18 PM

- 99 Regarding the proposed required seminars, for many years we used to do this, but this year we discontinued it for several reasons: (a) we find no research that suggests this enhances students' student teaching experience, (b) overwhelming anecdotal evidence suggests that students perceive required seminars to be not valuable, (c) students already create this professional community through social media, and (d) one of our aims with student teaching is to "cut the cord" so to speak, so that students begin to assume a professional, rather than student, identity. I would be most interested in speaking with you if you would like to contact me. Chad West, cwest@ithaca.edu, 607-379-9717, Chair of Music Education, Ithaca College. Thank you for the opportunity to provide feedback. 3/8/2018 1:54 PM
- 100 This proposed new model may well work in the large, central school districts in upstate New York with only one large high school and a few middle schools but it flies in the face of the reality of Long Island with over 120 individual districts. It is interesting that the list of "Clinical Practice Work Group Members" had only one representative from Long Island. There was little representation of teachers who would be the individuals having to open their classrooms for the additional 100 hours and arrange activities in which the teacher candidates could participate. This poses a real burden for teachers willing to assist our teacher candidates. And, of course, there is no mention at all of any compensation for teachers who would be working with teacher candidates in this new modality for clinical experience prior to student teaching. 3/8/2018 1:36 PM
- 101 First of all, please provide the research (citations) that support the idea that more (days) is better - why was 70 and 200 chosen? Instead of saying a culminating experience should be 70 teaching days, say instead "semester". It would be difficult for us to fit in 70 days! The 200 clock hour recommendation seems very unrealistic, in terms of student schedules and credit hours. With seamless transfer and the rules of Excelsior Scholarships, it would be difficult for students to finish in 4 years if more hours and requirements are expected. Part II 1C should say....a certified P-12 teacher in the subject area of certification OR IN A RELATED AREA. Please clarify if 20 hours of ELL and increase of 50 field hours for an additional certificate is only face-to-face, or can it be simulated experiences. Other points of clarification: 1. Define professional development (for the purposes of this report, and 2. What is considered an acceptable simulated/virtual experience - please give examples. 3/8/2018 11:58 AM
- 102 Increasing the length of the field experiences and student teaching will not necessarily result in more effective teachers. Additionally, it will likely result in fewer students entering teacher preparation programs. 3/8/2018 10:01 AM
- 103 I do not think that the recommendation to move to 200 hours has been thoroughly vetted or well thought out. There are only so many hours in a day and so many mandates that we need to contend with related to accreditation and State Ed mandates within an already credit heavy curriculum. There are only so many hours in a day - students need time to take classes and be on campus. This new mandate will put a strain on getting students to complete their degree in a timely manner and will compromise Seamless Transfer and create hardship for students on the Excelsior Scholarship as it will be next to impossible to add 100 more hours to their curriculum without having to increase credits, thus it interferes with time to degree and creates more cost to students who are already heavily burdened with debt. What is driving this? It is inconceivable to me that no one has thought about the effect adding 100 more hours to the curriculum will not have any effect on time to degree. What are the implications for SBTE's who do not get any form of compensation for field students yet we are going to ask them to take students even longer. It is also problematic finding effective SBTEs that want to have field students on a continuous basis. When we lose these people then our students are placed with SBTEs who may not have the same standard of professional development and effectiveness so students can be with less than effective teachers for longer periods of time. Also what are the implications for school age children. As a parent, I don't mind a field student from time to time teaching my kids, but on a regular basis I want my kids and other children in the State to be taught by certified teachers, not field students. In my opinion we are already producing incredibly well trained teachers. We meet extremely high accreditation standards and comply with all State Ed mandates. Creating this additional burden for no apparent reason is unnecessary and will continue to disway college students from pursuing teaching in NYS. 3/7/2018 10:34 PM
- 104 I don't feel student teachers should be placed with teachers that have only been teaching for 3 years. I think the supervising teacher needs more experience than that. 3/7/2018 9:52 PM
- 105 This would be a district decision, but giving teachers in-service credit for taking student teachers would be a good incentive. The stipend offered through SUNY Potsdam is also a good incentive and should not be abandoned. 3/7/2018 4:36 PM

106	If these recommendations are approved, then it is imperative to restructure the individual evaluation pathways for certification to better match the IHE pathways.	3/7/2018 12:07 PM
107	I believe each program needs to be examined at different institutions before a state mandate is put forth for ALL institutions. I also feel that our students may be forced to be substitutes in a myriad of classrooms throughout the year if the 1 year clinical practice is mandated. This needs to be mandated with strict guidelines for P-12, not just higher ed. I feel that this potential mandate is being rushed, and that only large institutions were involved in this process at an early stage. Come to the smaller colleges to see the rich work we are doing throughout the 4 year degree, especially with practicum and student teaching experiences, before a state mandate is issued regarding a 1 year clinical practice.	3/7/2018 8:07 AM
108	Many graduates were not well prepared in the areas of behavior management, report writing (assessment documentation and interpretation, IEP doc., parent written communication), and changes in regulations that directly impacted student success.	3/6/2018 6:49 PM
109	The more student teaching is like an apprenticeship, the better. Classes on theory and practice are a great foundation, but working with a wide range of teachers in the field (not just 2) will let teacher candidates get practical and real world experience.	3/6/2018 2:20 PM
110	I am eager to work with anyone on this work group to make provide professional development for cooperating teachers, if that becomes a reality.	3/6/2018 1:35 PM
111	More hours are required in dealing with special needs children, especially grades 6-12. As a main teacher in a classroom and only the support of 1 special ed teacher/assistant or a teachers aide to instruct up to 8 identified children in a classroom of a total of 25 children, the general ed teacher also needs to know more about the needs of special ed.	3/6/2018 12:57 PM
112	Many of the items responded to in the survey seem to be items already laid out in the draft recommendations. I feel it is extremely important to increase exposure and training for teachers, but that doesn't necessarily mean creating excessive amounts of training hours, but good use of any training time and exposure that is in place. Often the training time is available and we do not use the time as effectively as we should. Let's not add on more and more hours without being responsible for the level of training and best practice.	3/6/2018 11:00 AM
113	ok	3/6/2018 9:35 AM
114	Please do not turn off the neediest young people. Only teachers who go to NYU and Columbia who have rich parents will survive if there is too much of an over-reach in terms of student teaching hours. Also, with all the new virtual tools out there, why not use them instead of pushing these young people to their limit? Our College does a spectacular job. Perhaps others should be held to the standard. I hear all day how hard it is for CUNY students to take a term off to student teach. Please keep this in mind.	3/5/2018 10:01 PM
115	somehow we need to find passionate people who are willing to work with the next generation and build a society of strong children and not spend our time and money on broken adults. Mental health needs to be embedded in education for all grades.	3/5/2018 3:15 PM
116	I love the idea of identifying a few key demographics that all teachers need exposure to, particularly students with disabilities and English Language Learners. Conversely, I am very weary of dictating 70 consecutive teaching days for student teachers. Does this mean that a student teacher who missed days due to illness or bereavement would not qualify? Is it reasonable to expect someone to work for no pay for 14 weeks while paying tuition, particularly those coming from disadvantaged backgrounds? While I agree that there needs to be some continuity in their field experience, I think that 70 consecutive days is an unreasonable and restrictive bar to set, particularly when there is great value in circumstances where people get to have two extended placements working in different roles.	3/5/2018 12:53 PM
117	I feel strongly for a student practice evaluation from three different sides : college instructor-teacher host mentor and self evaluation of the student.	3/4/2018 11:50 AM
118	I think it's important to have distinct experiences for dual certifications	3/3/2018 6:42 PM

119	I greatly disagree with the suggested regulations. It would be putting an extra stress on teacher candidates as well as the teacher preparation institutions. And I really do not believe that it would change or improve teachers candidates ability significantly. Adding more hours of field experience would not ensure competency in teaching. The field experiences are as good as what those experiences provide. Are there any data suggesting that more field experience hours produce better teachers? The 100 hours that are in place now are more than enough to prepare teacher candidates for student teaching as long as the hours are organized and purposefully planned. I also disagree with the idea of student teaching only in one setting. Teacher candidates should be exposed to both levels (elementary & secondary) and if they are dual certify candidates they should be able to have an experience of student teaching in both areas, NOT just in one area!.	3/3/2018 5:28 PM
120	1. What does professional development mean/look like for both SBTEs and college supervisors? 2. II, 1, c and III, c should use consistent language--include "related area" for both. 3. "Semester" should be used instead of 70 days for student teaching.	3/2/2018 5:42 PM
121	I've worked with several young people who have decided not to become teachers because of the ridiculous and artificial requirements. Get them in schools teaching as Syracuse used to do. It was an authentic experience.	3/2/2018 5:35 PM
122	Adding more and more hours to the clinical experience is not what the field needs.	3/2/2018 2:29 PM
123	it needs to be a partnership between districts and IHE for both to determine their needs and how to satisfy those needs	3/2/2018 11:07 AM
124	After 30 years of teaching elementary school as a regular ed teacher, I still wish I had more preparation and exposure to special education students/students with learning disabilities. De escalation techniques should also be component of teacher preparation.	3/1/2018 7:57 PM
125	None at this time.	3/1/2018 7:34 PM
126	The increase in hours will have significant impact on the graduate programs for initial certification. Can there be some "credit" be given to individuals who have experiences as TA's or even change of career people. These are people who will add to the diversity of the teaching force but these new regs would discourage them. I so appreciate the influence of clinical experience but I do not think adding more in pre service is the answer. I think more quality mentorships at the beginning of in-service is where the real difference will occur. We never "arrive" as teachers. I think systematic points of reflection and support in the first five years would have more effect on the quality of the teaching workforce over the front loading of artificial or disjointed experiences in pre-service. What if edTPA was in the second year of teaching? I do think the continuum of field experiences is a good thing as well as the workshops for supervisors and SBTE.	3/1/2018 11:37 AM

127	<p>I. Clinical Partnerships: Can some language be added about how often these partnerships need to be revisited? II. Clinical Experiences: Is a "P-12 educator" only a formal, certified teacher in a school? I think it should be left open enough that it could include other settings (day care, museums, etc.). Why is a "certified P-12 educator" required for intermediate clinical experiences (1b)? Couldn't this also be done in a more informal setting? Why does it have to be a certified teacher? What does "and, as applicable" mean (1a, 1b, and 1c)? The 'and' makes it so it has to be BOTH a P-12 educator and community-based educator. Consider using "or" instead of "and?" For the culminating clinical experience (1c), consider supervision by a certified P-12 teacher in the subject area of certification or a related area (like it states in III 2). Some content areas are hard to staff and therefore also hard to find cooperating teachers for (ex. Earth Science) but teacher candidates could be supervised by a teacher in a related field (ex. Chemistry). Why is the 20 clock hours for students with disabilities and 20 clock hours for English language learners (3b and c) restricted to the foundational and intermediate clinical experiences? Could it be broadened to also possibly occur during the culminating clinical experience? The culminating clinical experience is measured in "teaching days" (4). What is a teaching day? Could it be translated into hours for consistency? Or, could teaching days be defined? What does consecutively mean? If it means 5 days per week, it would negatively impact residency models where the teacher candidate is in school 4 days per week and takes classes on Fridays. This model is beneficial because teacher candidates get to combine the practice they see 4 days a week with the theory taught in their Friday classes. Additionally, not having week day evening classes allows teacher candidates to stay late at school and participate in after school activities such as community events or parent-teacher conferences which allows them to be more involved in their school and also understand the school as a whole. III. Clinical Supervision: The new language seems to not include language about supervision. A statement is needed along the lines of "Teacher candidates will be supervised by school-based and university-based teacher educators." How often and how much professional development do school-based and university-based teacher educators have to attend (1)? What does it have to be about? I would suggest they attend PD about mentoring teacher candidates or at least describe some parameters here. The language about university-based teacher educators (3) is confusing. I believe that the goal of the language about being employed in the past 5 years is to make sure that supervisors are current and up-to-date on schools and education practices. I'm not sure if this language will lead to the intended result.</p>	2/28/2018 7:56 PM
128	I will do this separately due to time constraints.	2/28/2018 3:26 PM
129	If the student can control the class, has content knowledge, and has some idea about presentation of the information, they will be successful.	2/27/2018 5:48 PM
130	Some of the clinical experience hours can be done in organized/structured after school programs, museum education or other non traditional places of learning for students.	2/27/2018 2:16 PM
131	While all the proposed changes are still below my current University's requirements, it is unfair to increase the requirements for traditional routes to certification while allowing alternate routes with minimal requirements.	2/26/2018 7:17 PM
132	N/A	2/26/2018 5:20 PM
133	Although requiring a diversity of experiences is very important, there are geographic locations that are primarily white and do not have too many ELL students. How will these requirements be met? In addition, there is little support, resources, and incentives for host schools and mentor teachers that makes finding placements in public schools a challenge.	2/26/2018 4:27 PM
134	Clinical experience is incredibly valuable, by far the most important part of any licensing requirements. It would be much better to lean into practical, school-based experiences and eliminate irrelevant hurdles that do not support educational growth (aka the EdTPA).	2/24/2018 11:32 PM
135	I feel strongly that if the student teachers are to continue submitting edTPA as part of their student teaching requirements then their time spent student teaching should be at least one whole semester. 7 weeks is not enough time for them to complete all their student teaching duties as well as complete an edTPA. I personally disagree with the whole edTPA to begin with. I think there are better ways to assess whether a student teacher is of quality or not. Why have a host teacher and a student teaching supervisor complete observations and evaluations and not take what we have to say with very high regard?? Student teachers can't even enjoy their time student teaching because as of right now they are so stressed out worrying about the edTPA, videotaping, lessons, etc.. that it takes all the fun out of student teaching for them. They can't get the full effect and enjoyment of this profession because the edTPA requirement sucks the life out of them!!!	2/24/2018 8:41 PM
136	Thank you for all your hard work! You did a wonderful job! Now let's FUND this!!!!	2/24/2018 3:17 PM

137	Tiered like RTI so that teachers get skills and strategies particular for context within the actual teaching environment	2/24/2018 10:39 AM
138	Please give them more than 20 hours of ESL and SWD experience.	2/23/2018 6:19 PM
139	I just wish to underscore again that the Clinical Practices Work Group failed to recognize the unique nature of the P-12 schools on Long Island. Simply reading the list of members of the group suggests a membership unfamiliar with Long Island and the 127 districts. I also note the absence of any subject area supervisors who tend to have, in our area, the responsibility of arranging for our teacher candidates to do their pre-student teaching one hundred hours. The addition of one hundred hours, with the requirement that they be more "hands on" with respect to instructional activities complicates this even more.	2/22/2018 4:47 PM
140	The intent and the theory of the draft regulations are fine but unless the issues of compensation, the voluntary nature of the CT and how does one implement professional development for both the CTs and University Supervisors without addressing the monetary factors. Bottom line, having a system to develop and certify teachers that has the most important component of the process (the student teaching experience) as a voluntary process with little to no status or reward for CTs is simple totally inadequate.	2/22/2018 4:46 PM
141	It is time for Albany and the SED to return to a time when new ideas or policies were carefully thought out, developed by educators and not by for-profit individuals and corporations, and actually result in meaningful change for our clients... the students! As I said in class TODAY, I have been involved in public education for 31 years, and higher education for 7 additional years. We have been reforming education for all 38 of those years. Maybe it's time to develop a plan... and maybe stick with it long enough to see if it DOES work! Have everyone in this group sit down and try to read the next-generation science standards. Reform for the sake of reform is useless, and has driven a lot of possible 'great' educators from the teaching field.	2/22/2018 2:12 PM
142	Make Colleges--especially small ones--invest in hiring and using clinical faculty instead of faculty whose primary responsibility is teaching	2/22/2018 10:27 AM
143	I support the increase of student teaching days. I am opposed to the doubling of the pre-student teaching contact hours and feel that little consideration has been given to the reality of implementing the proposed changes. Fulfilling the placements is already challenging enough for the universities and for the students. Doubling the hours from 100 to 200 adds additional strain on programs.	2/21/2018 3:40 PM
144	I do not support mandating an increase of clinical hours to 70 consecutive days. This certainly would make edTPA easier for candidates to complete, but I strongly believe many cooperating teachers would not be able to accommodate the increase. I have been doing clinical supervision for 18 years, I cannot imagine this being embraced by the wonderful teachers we work with.	2/20/2018 1:04 AM
145	Adding more hours to the 100 hours before students teaching will stress student time management especially for dual majors (education, content area). For example, students spending 50 hours in the field for methods are time stressed since they are still taking content courses.	2/19/2018 5:47 PM
146	Some good ideas - but I think you went way too far in expectations and lack of thought on practical implementation. I have no problem with change - but I do have problems with lack of thought on ancillary issues.	2/19/2018 2:07 PM
147	The new NTPA requirements for student teachers need to complete with teaching lessons and video taping them seems a bit too extensive, it takes so much time away from their total experience in the classroom when they are only with us a short time.	2/19/2018 12:44 PM
148	It is essential that the teacher preparation programs are aligned with the needs of the schools. this means there must be preparation related to the use of technology, how to write units, create lessons that offer multiple means of assessment and that are engaging. Teacher preparation programs must ensure students have exposure to what they will experience in terms of special needs, co-teaching, inclusion, poverty, emotional challenges. They must incorporate and cultivate the use of reflective practices so teachers are open to receiving feedback, critiquing and always developing their practices.	2/19/2018 8:54 AM
149	thanks for asking - many of these questions require more in-depth answers, these were just quick thoughts.	2/17/2018 9:55 PM

150	Student teachers should get a good feel of what it's like to be a classroom teacher but there's so many requirements for them to accomplish in a semester! As the classroom teacher, I didn't even understand some of the things that were on the evaluation rubrics. Why are we saying that to earn a 5 on one rubric you have to demonstrate a skill like that of a veteran teacher with several years of experience? Adding more and more to their plates is not going to encourage future teachers to enter this field and it results in them "fudging" information, or not doing the best they can, so they get a good grade without really delving into the profession and all that it entails.	2/16/2018 5:04 PM
151	It is absolutely imperative that candidates be placed in quality classrooms for fieldwork. Just increasing the number of hours spent in classrooms is not enough. Unfortunately, referring to my experiences, it has been difficult at times finding these types classrooms. In addition, my own undergraduate study required more fieldwork than most other colleges did and I found that without good instruction and direction from the professor the placements were not successful learning experiences. We need both quality time in the field and quality instruction in the college classrooms. More is not always better.	2/16/2018 4:33 PM
152	I am a retired teacher and administrator, as well as a teacher on the college level. I am sharing this information, because I have seen the success and failure of prospective teachers because the college faculty are not ALL involved with their students P.S. experiences, in real time. Also, if the city, state, wants. CUNY to improve student teaching, the only way that can happen successfully, is if funds were available. Right now, a year long student teaching without those funds - seems to be a fantasy .	2/16/2018 4:27 PM
153	Transportation of those in foundational experiences will be a problem because of transportation needs. Will all districts be required to work with teacher preparation institutions?	2/16/2018 3:58 PM
154	We need to treat teachers as professionals in NY or we are going to continue to see the teacher shortage grow and ultimately it is our kids who pay the price.	2/16/2018 12:09 PM
155	I have surveyed our students at York on the field hours change. 95% said the proposed change to 200 hours would drastically impact them in a negative way because they work 20+ hours a week and could not manage. This would work against academic momentum as well as ensuring we have a diverse teaching pool.	2/16/2018 11:41 AM
156	I'm a bit concerned that there will be 20 hours required of working with students with English as a second language. Not only will that be incredibly hard to find in Northern NY, I think it is more appropriate to have some sort of training in how poverty affects students (at least make that an alternative to ESL).	2/15/2018 6:59 PM
157	200 hours is too many to provide prior to student teaching.	2/15/2018 6:25 PM
158	Since students earn certification starting at birth, any regulations should include the birth to three year population and recognize that this population is served in settings outside of classrooms (i.e., homes and communities) and result in eligibility to also work in community-based programs. Experiences should be expected in each of these settings to fully prepare, according to recommended practices.	2/15/2018 2:25 PM
159	We need a model that supports our partners schools and helps improve the P-12 students learning outcomes - while supporting good beginning teacher practices.	2/15/2018 1:23 PM
160	You cannot add additional hours to practice without the resources to support these changes. More time in schools without the appropriate supervision is not going to change teacher ed.	2/15/2018 12:31 PM
161	There is a disconnect between the goals of preparing teachers and the actual field experience. There is little incentive on the school side to support teacher candidates. Placement and opportunities to develop skills can be minimal and the college supervisor may not be able to change that.	2/15/2018 12:03 PM
162	I feel VERY STRONGLY that the recommendations for diversity in settings and experiences are vital for success. How can colleges and universities be held accountable, so that this will actually happen?!	2/15/2018 11:25 AM
163	I feel very strongly (as does the whole CTE Community) that adding clinical requirements for CTE certification will create a huge hardship for our candidates, effectively reducing an already shrinking pool of teacher candidates for CTE positions. Please consider separating CTE from other K-12 types of certifications. Thank you!!	2/15/2018 11:20 AM
164	I only advise that more time be spent during field experiences. I dont think that most students are prepared enough during a student teaching experience.	2/15/2018 11:07 AM

165	We very much support longer, more supple student-teaching experiences. Ours are already close to 100 days. We would prefer, however, that the specifics of how those experiences are articulated be left more to the discretion of the program in light of local concerns and needs. Moreover, where NYSED could provide much needed assistance is in providing incentives to schools and districts to participate in teacher education. We have many long-term, wonderful partners, but the schools' worries about testing and APPR have made it increasingly difficult for us to encourage new partnerships. We also think that the issue of clinical partnerships can't really be separated from the problems inherent in the certification areas. For instance, in our region, it makes far more sense for an adolescence education clinical experience to be in a middle and a high school, as different from the 7-9, 10-12 divide of the current licensing requirement. The difference between those school environments is far greater than between (for example) grade nine and ten.	2/15/2018 10:51 AM
166	Biggest concern is the time and financial commitment required on the part of education students. There needs to be some financial support (internship certificate, stipend, etc.).	2/15/2018 10:50 AM
167	I cannot emphasize enough the impact that edTPA has had on our program. Previously, the student teaching seminar was carefully organized to encourage students to reflect on their practice, and to collaboratively come up with strategies for improvement. Now, the majority of time is allocated to going over expectations for edTPA and working on the essays. Close to 100% of our students have passed the edTPA--but at a great cost.	2/15/2018 10:30 AM
168	Concern - there is a shortage of certified teachers, a decrease in enrollment in teacher preparation programs, therefore increasing the requirements risks further reductions	2/15/2018 10:29 AM
169	I obviously feel very strongly about this and have expressed this numerous time to the supervising teachers at Brockport. We need to develop student teachers that can relate confidently to all different types of kids. Being book smart does not always translate to interpersonal skills these student teachers so badly need. Mental health issues, transgender students in PE are just a couple of our many challenges. Let them experience this and learn how to navigate through it!! That will be the greatest outcome of all!!!	2/15/2018 10:02 AM
170	Give the student a more real life experience - and less focus on meaningless paper work for college	2/15/2018 6:45 AM
171	Although I feel that it is important for candidates to have a variety of placements and hours in the Early Field Experiences, I do not know how it would be possible for institutions to find an additional 50 hours (not including the 50 virtual hours) of field time for their Early Field Experience candidates. With the required amount of coursework, school vacations/breaks/etc., and travel time needed to get to and from campus for placements (especially in more rural settings), it is already a challenge to get the 100 hours completed. At my institution the clinical field office places and supervises all of the candidates. Perhaps some institutions have their candidates find their own placements, but we are very deliberate with working with our P-12 partners for placements at my institution. We don't allow candidates to work in schools if it is not cleared by our office and the school district. Candidates are also not allowed to be in the field outside of the fall or spring semester. We ensure our P-12 partners that we are vetting every candidate placed in their buildings, so we the candidates are not permitted to complete their field experiences during the summer or January break to get their 100 hours completed. They are always assigned a field supervisor (even at the Early Field Experience) who can support both the cooperating teacher and teacher candidate during the Early Field Experience.	2/14/2018 4:47 PM
172	We regularly have 30 hour students and student teachers and we have found them to be prepared and ready to teach as well as very professional.	2/14/2018 4:27 PM
173	I strongly disagree with drastically doubling or changing the clinical experience requirements for teacher candidates. I do think there are improvements that can be made to make the clinical experiences more of a progression and more meaningful. One major concern is that we are currently seeing a shortage of teachers in schools and an influx of teacher candidates in our programs. Many of our candidates are being offered positions in districts prior to graduating and becoming certified. Lengthening the clinical experiences might make it very difficult for these individuals. By making drastic changes, I fear that people will once again leave teaching or fail to pursue it because the restrictions/requirements are too much to balance.	2/14/2018 3:46 PM