



Clinical Practice Work Group Meeting Notes
March 28, 2018 (12:30-3:30)
New York State Education Department
89 Washington Avenue, Albany, NY (Room EB 5 A/B)

Members present in Albany: Deidre Armitage, Christine Ashby, April Bedford, Scott Bischooping, Nichole Brown, David Cantaffa, Cole Chilla, Karen DeMoss, Terry Earley, Jeremiah Franklin, Deborah Greenblatt, Amy Guiney, Ileana Infante, Angela Pagano, Deb Shanley, Jennifer Spring

Members present virtually (WebEx): David Gerwin, Colleen McDonald, Margaret McLane, Wendy Paterson, Frank Pignatosi

NYSED staff present: Laura Glass, Patty Oleaga

1. Overview of the meeting

- Co-chair April Bedford reviewed the agenda. She explained that the co-chairs and subcommittee chairs met earlier to discuss the survey and regional meeting feedback on the draft recommendations. Their ideas for possible changes were sent to the group yesterday to help start the conversation today on the revisions to the draft recommendations; the work group could modify their possible changes and could make additional changes during the meeting.

2. Finalize the recommendations for the Commissioner's Regulations

- Laura reviewed the quantitative data from the survey on the draft recommendations. There were 594 survey responses with 49% from higher education, 48% from P-12, and 3% from other community members.
- The work group revised the wording in the draft recommendations and engaged in conversations around particular topics. Points of discussion are described below.
- Number of field experience hours
 - Some SUNY Deans have concerns about requiring 200 hours of field experiences. Some CUNY colleges also have concerns.
 - School-based mentoring is crucial. If the number of hours increases, how do you ensure the quality of mentorship?
 - In reading the feedback, it appears that some people think that field experiences are not embedded in courses.
 - One of the concerns in the feedback is that increasing the hours will lead to cooperating teachers not accepting more teacher candidates.
 - The vision statement should have been sent with the draft recommendations to set the stage.
 - It's the money. There are ways to address this issue.
 - Requiring 200 hours is a lot for the schools. This is hard to accommodate in classrooms. The current 100-hour requirement does not always include high quality placements. With partnerships, there could be higher quality placements. In the past, the work group talked about having a list of activities that teacher candidates should complete in their placement.
 - One institution requires 100 hours that are similar to the proposed intermediate level hours. A work group member proposed requiring 100 hours at the intermediate level and allowing institutions to have as many hours as they want at the foundational level.
 - There was feedback to increase the number of field experience hours to more than 100. There are lots of institutions where the number of hours is currently over 200.

- The draft recommendations do not make everyone the same.
- The recommendations could be rolled out over time so that institutions could adjust to them. New York State deserves to prepare teacher candidates really well. Without regulations, people go to the minimum.
- In a NYC DOE survey, first year teachers do not feel prepared for the classroom.
- The recommendations do put increased expectations on districts. If we believe it is a collective responsibility, then we need to do it.
- Teachers are more confident handing classes over to teacher candidates who have spent more time with them.
- Teacher leaders who have the opportunity to train other teachers stay in the classroom longer.
- If teacher candidates observe classrooms, it should be structured.
- It is possible to fit 200 hours into teacher preparation programs. Three credit courses have 45 contact hours and 90 hours for additional study per regulation. The field experience hours could be part of the 90 additional hours of study. The Regents item should include language that 200 hours is doable.
- Not sure how to interpret comments such as “160 or 180 hours is okay, but 200 hours is impossible.”
- Support for 200 hours is in the feedback.
- Higher education says that 200 hours would be a burden on schools, but the survey and regional meeting feedback from P-12 is positive about the recommendations.
- The group voted to lower the number of hours for field experiences from 200 to 150 hours in consideration of the survey and meeting feedback.
- Partnerships
 - MOUs would not work on Long Island. The implementation would take time and would be cumbersome.
 - A work group member who is a superintendent said that MOUs would not impact her district.
 - Should not say “written” agreement so that institutions could make single placements verbally. Move the needle in guidance.
 - Dual credit is an example of a partnership.
 - The partnership recommendation aligns with the Council for the Accreditation of Educator Preparation (CAEP).
 - The group voted to make changes to the partnership recommendation in consideration of the survey and meeting feedback by clarifying who the partners are and adding “or similar collaborative agreements” as an alternative to the MOUs.
- Clinical experiences
 - A work group member suggested adding to the recommendations that teacher candidates should “experience a broad range of educational activities, such as the opening of school.” The group decided that this idea should be in guidance. It could become restrictive if activities are listed in regulation.
 - The student teaching recommendations account for residencies.
 - Full-time student teaching could be a problem for some NYC institutions due to night programs and block schedules.
 - The group voted to make several changes to the clinical experience recommendations in consideration of the survey and meeting feedback. The changes include adding references to staff, adding the sentence “clinical experiences shall include access to the full range of teacher experiences”, and decreasing the number of hours of virtual and/or simulated experiences from 150 to 130 due to the modification in the number of field

experience hours from 200 to 150. The draft recommendation for the length of the student teaching experience was changed from “at least 70 teaching days that occur consecutively” to “at least a full semester (at least 14 weeks) in length, full time”. In addition, the student teaching placement setting could be in a school “or other appropriate educational setting”.

- Clinical supervision
 - There were questions in the feedback about who provides professional development. Concerns were also raised about losing cooperating teachers.
 - Could add to guidance that school-based teacher educators should be tenured whenever possible.
 - The group voted to clarify the clinical supervision recommendations in consideration of the survey and meeting feedback by indicating during which level(s) of clinical experiences the qualifications for the school- and university-based teacher educators apply and by adding that the professional development would be “designed and/or implemented in partnership with P-12 and higher education faculty”.
 - The group confirmed that all changes to the draft recommendations were approved by consensus (unanimously).
3. Suggest an effective date for the regulation recommendations
- The group agreed on an effective date of September 2020 for the recommendations.
4. Review next steps
- The next step is that the recommendations will be presented to the Board of Regents without proposed regulation amendments. The presentation will allow the Regents time to discuss the recommendations and provide the Department with feedback for future regulation changes. Proposed changes to the regulations based on the recommendations would then be presented at a future Board meeting.
 - A work group member suggested developing a “professional practices” guidance document in addition to the guidance for the regulations. This guidance could provide innovative ideas for modifying clinical practice in teacher preparation programs. Another work group member suggested that NYSATE/NYSACTE could create this type of guidance document.
 - The group discussed how the regulatory guidance could be developed after regulations related to field experiences and student teaching are adopted by the Board of Regents. Laura will look into the idea of work group members self-nominating to work with the Office of College and University Evaluation on the guidance document and the Department selecting members from the pool of nominees.