



**Clinical Practice Work Group Meeting Notes**  
**September 27, 2017 (12:30-3:30)**  
**New York State Education Department**  
**Room 5 A/B, 89 Washington Avenue, Albany, NY**

**Members present in Albany:** Deirdre Armitage, Christine Ashby, April Bedford, Scott Bischooping, David Cantaffa, Cole Chilla, Stephen Danna, Karen DeMoss, Terry Earley, Jeremiah Franklin, Deborah Greenblatt, Ileana Infante, Leah Lembo, Colleen McDonald, Maria Pacheco, Jennifer Spring

**Members present virtually (WebEx and/or phone):** Michelle Ferraro, Amy Guiney, Pam Herrington, Margaret McLane, Lesli Myers, Angela Pagano, Wendy Paterson, Frank Pignatosi, Deborah Shanley, Amy Way, Deborah Wortham

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

**Guest present:** Diane Cohen, New York City Department of Education (supported the Candidate Support Subcommittee)

1. Overview of the meeting and announcements

- Deborah Greenblatt will co-chair the Experiences Prior to Student Teaching Subcommittee with David Cantaffa.
- Co-Chair April Bedford noted that some individuals are under the impression that institutions of higher education can create programs where candidates can earn the Residency Certificate. Laura Glass clarified that this certificate is only available for candidates in the Master of Science for Teachers program at SUNY Plattsburgh at Queensbury. The certificate is available for three years for candidates in this experimental program. Colleen McDonald explained that this certificate needed to be created because the candidates are hired by a BOCES as a consultant and must be certified in order to be paid by a BOCES.
- Karen DeMoss reminded the work group about the Sustainable Funding Project (SFP) panel event on September 28 where they will release two reports and are hosting an invitation-based discussion about lessons from their research that might apply to New York. New York State programs that are participating in SFP's review of their residencies and members of the Clinical Practice Work Group are invited to the discussion. The reports are available online at [https://www.bankstreet.edu/innovation-policy-and-research/sustainable-funding-project/resources\\_home/publications/](https://www.bankstreet.edu/innovation-policy-and-research/sustainable-funding-project/resources_home/publications/).
- Co-Chair Scott Bischooping reviewed the timeline showing two additional possible meeting dates on January 10 and February 15 if the group needed to meet after the scheduled end of the work group in December.
- A member asked if the work group's recommendations will be vetted with P-12. Scott stated that the recommendations will be shared with stakeholder organizations (e.g., SAANYS), especially if the length of student teaching changes.
- Another member asked if the subcommittees could make recommendations beyond the Commissioner's Regulations to the larger system, including to NYSED. The groups were encouraged to ask Deputy Commissioner John D'Agati about the deliverables when he visits their group during the breakout session. David Cantaffa explained that the Experiences Prior to Student Teaching Subcommittee is considering current regulations, proposed regulations, transitional challenges, and aspiration/guidance.

2. Subcommittees discuss their charge in breakout rooms

- The subcommittee chairs led meetings in separate rooms to continue developing their recommendations for the meeting on October 11. The notes from the subcommittee meetings are provided below.
- The subcommittees asked to spend all of the meeting time in their groups. The Student Teaching Subcommittee and the Experiences Prior to Student Teaching Subcommittee met together for a period of time.

### **Candidate Support Subcommittee**

(Amy G., Amy W. – chair, Deidre, Diane, Frank, Jeremiah, Karen, Lesli, Margaret, Maria)

Frame from David Cantaffa

- Current regulation
- Transitional regulation
- Challenges
- Aspirational

What are the responsibilities?

What gets included in the definitions vs. the requirements of the regulations?

Mentor requirements

- Training
- Selection (requirements)
- Definition
- Lens for mentorship of pre-service and in-service

How do you keep this from becoming a checkbox in the regulations?

- Standards and processes linked to principles for becoming a mentor
- Discussion that training is a component and the more integrated it is the better

3- legged stool of clinical practice

- Mentor teacher
- Clinical pedagogy
- Content

Supervision and mentorship need to be aligned

What is the university's responsibilities and the districts'? What is shared?

IHEs in partnership with P12 -- what supports this philosophical framework?

What does clinical practice mean?

- Provide guidance on the principles to support orgs in moving policies towards this

Where is it relevant and significant to make changes in the definitions and requirements?

Statement of the values on clinical practice/ values state

Opportunity to move the profession -- clinical practice as in-service

- Not about pre-service, because teaching is a clinical profession, statement of bringing together theory and practice and the importance for career development
- Continuum

How collaborate on the assignments?

Suggests year-long sustained clinical practice, but does not define-- terminology has allowed programming to design scope and sequence around

- Could set a minimum
- Call it this instead of residency
- Aspirational -- see all of the everything

Biggest problem is the language of clinical experience and practica

- Separation in regulation in additional certificates

Clinical experience and practica

- Practica is supposed to be for advanced certifications
- Students who do coursework review
- Practica used to describe experiences related to theory in the classroom
- Practica -- removes assumption of greater responsibilities
- Inclined to delete and provide stronger definitions

Responsibilities cannot be met without the support of high-quality partnerships

What we want to the support to look like in schools -- need to state that we are working with schools

Notes--is the content piece something about discussions with schools. Are teachers involved in content decisions and training?

Course/familiarity needs:

- Unpacking standards
- Understanding course curricula at different grade levels
  - These points have implications for the dual major requirement in NYS since the courses for the straight major are not the same as what folks need to teach HS content classes.

### **Core Principles**

- Teaching is a clinical practice profession that situates candidates' experiences and development into the realities of schools, districts, and higher education programs.
  - It is rooted in the broader context of full candidate experience and development AND realities of schools, districts, and higher education programs.
    - Intentional and systematic
    - Grounded in schools
    - Feedback loop into coursework
    - Part of a broader ecosystem of learning
    - Including district-level and state-level commitments
  - Becomes a checklist -- need to eliminate loopholes
- Teachers' professional development trajectory --
  - Therefore need to align preservice and in-service
- Extended sustained reflective practice is necessary to learn to teach
  - With the support of people who know their practice and are trained to support
- Coaching and mentorship are learned skills
- Content coaching from content experts is necessary for the fullest development of teachers' professional career trajectories
- Success relies on the collaboration of all of the stakeholders (IHE, schools, teachers, mentors)

- And therefore mutually beneficial partnerships are necessary for the success of this work
- Need a shared framework for what partnerships look like
- Shared expectations
- Share assessment and evidence of ability
- Candidates need the resources to be able to complete requirements and to bring their best selves to their learning opportunities
  - Equity and access to high quality clinical preparation

#### **Focus for Recommendations**

- Principles
- High-Quality Partnerships (MOU guidance)
  - Determine professional development for school-based clinical educators on supporting candidates
    - Codified processes at both district and IHE levels to ensure that all potential clinical educators, whether school-based or university-based, have training or certification that aligns with research on effective practices in mentoring, adult leadership, and coaching.
  - Deeper definitions of and processes to develop partnerships between EPPs and LEAs to contextualize teacher preparation within the broader educational ecosystem (e.g., labor market shortages, curricular requirements)
  - Roles for support
  - Question: Would we also include a section on adaptations/agreements for emerging alternative pathways (para - to - teacher, etc.)?
- What would be better if it were regulated
- Guardrails around roles

#### **Next steps**

- Add current language to table
- Send notes to Laura G.

#### **Experiences Prior to Student Teaching Subcommittee**

(David C. – co-chair, Deborah G. – co-chair, Deborah S., Leah, Michele, Nichole, Wendy)

Three members of the subcommittee met early (10:00 AM-12:00PM) and looked at “aspirations and regulations” posted by a member who could not attend the meeting in Albany. These were discussed and a combined and revised list of guiding ideas for the regulations was created. We also examined regulations from other professional fields to compare their various levels of clinical training prior to certification in their fields. Deb Shanley and Deborah Greenblatt will use this information and meet to write a draft of the regulations on October 5<sup>th</sup> at Lehman College to share with the group for feedback.

The group also started a chart for the terms and definitions. We are starting with looking at how certain terms are defined by current regulations and AACTE. We will then keep or give suggested revisions for terms and add terms not included. This is work that will continue at the October meeting.

The subcommittee felt it was important to hear what the Student Teaching sub-committee was working on and ask some questions, so we sat in on part of their meeting. This was helpful for both groups.

## **Student Teaching Subcommittee**

(Christy – chair, Angela, Cole, Colleen, Jennifer, Ileana, Maria, Pam, Stephen, Terry)

### **Outline Timeline:**

- Draft of Terminology by 10.6
- Recommendations outline chunked by November meeting
- Can push to Spring if we need to

### **Member Updates:**

1. “Member” was able to upload several documents pertaining to new clinical residency program
  - a. There are 7 residents in 7 classrooms with attending teachers
  - b. Was able to interview several teachers and residents and captured these
    - Impressions of the program
    - All attending teachers are either board certified or working on the process and participating in a PLC around the body of accomplished practice and core propositions
    - All attending teachers have noted a huge impact on their practice, making teacher decision making visible
    - We need to remember that this is not just about learning for the resident. It is also about developing teachers throughout the career lifespan.
    - story corps piece
2. “Member” has uploaded survey data, data from the initial interviews - initial findings
  - a. Need a really good professor if you are going to front load so much content
  - b. Need to be prepared for a lot of stressors
3. “Member” entered data about teacher shortages
  - a. Still have unfilled positions at many districts and teachers taking on multiple assignments
  - b. Need teachers, but they need to be quality
  - c. Requirements can't be so arduous that they can't fill positions
4. “Member” completed a survey of cooperating teachers
  - a. Within the full semester of student teaching, many said they were fine with the length of time, they need to be a voice in the picture, need to pay attention to the cooperating teachers' commitment
  - b. Different circumstances and sections of the state have different issues, need to balance the needs and challenges and consider the specifics of different areas
5. “Member” received email feedback from faculty and added in examples of program documents
  - a. Consensus from emails that the time and expectations needs to increase. Need to consider the impact of edTPA
  - b. Mentor teachers from the schools where the clinical residency program was operating are truly feeling the loss of the student residents.
6. “Member”- We need to set quality bars no matter what and flex indicators are technical pieces

### **Questions to John D'Agati:**

- Are we putting out an ideal? Or are we putting out something regulatory?
  - Make recommendations for changes, recommendations that are workable

- Start with the regulations and make whatever changes feel appropriate.
- One size does not have to fit all.
- Is there a way to structure regulations with multiple pathways?
  - Yes, people come in with different backgrounds and pathways
- Could we think about a variance that is quick clinical and intense that helps get fast tracked?
  - Yes
- Could consider what the out years could look like or what the state could move toward
- Commissioner and Deputy will offer some input in October to help steer
- Go back to the other states and do not reinvent the wheel
- Where and when do we enter into this with the commissioner and deputy commissioner?
  - Think big now and then run past the commissioner
- Idea of having both the teacher of record and faculty member agree on a set of expectations and have them both sign off and have confidence that the student is really ready.
- There is significant variability in how prep programs operate in regard to edTPA
- Is it possible to have different regulations for undergrad and grad?
  - Yes
- What is the split between students getting certified through UG or Grad
  - Approximately 50/50
- Notion of Student Teaching as a capstone experience - Placement driving the program versus program driving the placement
- Do we have data on retention of Grad versus UG?
  - No, but we could get that
- Have you talked about student teaching in work sites? Teachers who are already employed and doing ST in their work site.
  - Have not talked about that, but will bring that into the discussion
- Differentiation between practicum and student teaching
- Desired outcome is to elevate the teaching profession. Want all stakeholders to view it as a profession
  - What do we want to serve the purpose of elevating the profession
  - But, considering the teacher shortage we don't want to do the bare minimum
- Think about the training a mentor teacher should have

#### **Terminology:**

- Glossary of key terms in the google drive

#### Possible Terminology

#### Student Teacher

- Student Teacher - kind of insulting and status quo. If we want to shift thinking, don't slide back into the same
- Resident - reflects medical and seriousness, minimum of a year in a field based program
- **Teacher Candidate** - early field experiences or shortened (perhaps an umbrella term and then recognize alternate pathways)
- Intern
- Apprentice - not useful

#### Cooperating Teacher:

- High quality cooperating teacher - outdated
- Mentor teacher n, conflicts with mentor model
- **Attending teacher** - possible

- Teacher of record - not useful
- Host teacher - not useful
- Lead teacher - not useful
- **School based teacher educator** - possible
- Coach - not useful, although Cole was wondering if this makes sense if we make it educational Coach
- Expert teacher - not useful

Supervisor:

- University supervisor - not useful anymore
- Field supervisor - no
- High quality clinical supervisor - no
- **University based teacher educator**
- Faculty site liaison
- Site coordinator
- Cohort coordinator
- Liaison
- **Attending Supervisor** - possible
- Attending Faculty
- Field Attending
- Clinical Attending
- Clinical Curator

***Big Question: Do we start by defining competencies or defining time and duration?***

**Experiences prior to student teaching group joined**

- Levels
  - Level 1 - Observational and visitation level
  - Level 2 - Supervised practice
  - Level 3- ?
- Is this specific to UG or Grad - no
- Sequential approaches
- How much he looks at regs the more he realizes is there, but the challenge is implementation. Is the issue more in accreditation and assessment of programs?
- Need to build in collaboration piece with P12
- Records should be shared between university and P12
  - Where do these things reside?
  - They are not currently in P12 regs
- Cooperating teaching is a voluntary process. We are at the mercy of having the responsibility of placing students into P12 with their good graces
- Part of the problem is that that P12 side of the process is not valued
- It's not just about IHE valuing cooperating teacher. It is also about cooperating teachers seeing this as professional responsibility
  - NYC is going to allow this type of support to count for continuing ed hours
- Need language of collective responsibility
- Training is always higher ed to P12 cooperative teachers. It never goes the other direction
- We have to consider the importance of relationships between P12 and IHE, as well as clear guidance and policies
- Regulations will never include money

- If there is a change in regulations that increases what is required, are we ok with the potential impact that some programs could close?
- And we have to ensure that there is no back door approach to certification

**Key elements:**

- Professional development on both sides
- Must be more than 40 days
- Semester?
- Full year may be too much to require
- There is something artificial about not being there all day every day
- We have to be careful about being so rigid that everyone goes to transitional cert
- Needs to be a culture shift away from “take-over” to more collaborative language
- How are teachers involved in the development of these models
- Need to think about dispositions that they need to come away with
  - I.e. being able to tolerate ambiguity
- Where do these types of conversations between P12 and IHE occur?

So far...

- More than 40 days
- Language matters
- Need to consider implications to regulations for P12 and higher ed
- Need to attend to quality indicators - skills, competencies and dispositions
- Need to shift the language to be more about collective responsibility and collective recognition and input
- Need to continue with a conversation about UG versus Grad - does it raise regulatory issues or just implementation issues

3. Subcommittees debrief and discuss their ideas with the whole group

- Laura Glass shared John D’Agati’s response to one member’s question during a subcommittee visit about the possibility of making recommendations to NYSED. He confirmed that the work group could do this. He described how the edTPA Task Force recommended that a Multiple Measures Review Process be created, but did not create the guidance on this process. The Clinical Practice Work Group could make recommendations at this level of specificity; the work group does not need to create the guidelines for their recommendations. In the case of the Multiple Measures Review Process, NYSED worked with representatives from the higher educator sectors to create guidelines for the process.