



Clinical Practice Work Group Meeting Notes
October 11, 2017 (12:30-3:30)
New York State Education Department
89 Washington Avenue, Albany, NY (Room 217)

Members present in Albany: Christine Ashby, April Bedford, Scott Bischooping, Nichole Brown, David Cantaffa, Cole Chilla, Stephen Danna, Karen DeMoss, Terry Earley, Deborah Greenblatt, Ileana Infante, Leah Lembo, Colleen McDonald, Margaret McLane, Angela Pagano, Jennifer Spring, Amy Way

Members present virtually (WebEx and/or phone): Michelle Ferraro, Amy Guiney, Pam Herrington, Wendy Paterson, Frank Pignatosi, Deborah Shanley, Deborah Wortham

NYSED staff present: Laura Glass

1. Overview of the meeting
 - Scott Bischooping reviewed the agenda and timeline showing meetings in November and December and possible meetings in January and February if needed.
2. Subcommittee chairs describe their group's recommendations and/or guiding principles

The following recommendations are initial recommendations that may be changed based on feedback.

Experiences Prior to Student Teaching Subcommittee

- "Field experience" is replaced with "clinical experience".
- The 100 hours of clinical experiences consists of two levels (Level 1 and Level 2).
 - Level 1 consists of *structured* observations of certified educators demonstrating practices that support student learning or *structured and supervised* low-risk teaching experiences. At this level, teacher candidates look at others for practice.
 - At least half of the hours must be at Level 2 where they are *supervised* by college/university-based teacher educators that provide for and the practical *application of* theory in the field and the *implementation of* practical pedagogical approaches and assessments. These experiences culminate, are embedded in methods courses, and enable faculty to see if teacher candidates are ready for student teaching. The experiences are co-planned with P-12 partners. At this level, teacher candidates try out practices for themselves, which is consistent with other professions.
- The clinical experiences are structured, sequential, and embedded in courses.
- The subcommittee looked at the current regulations and worked on their evolution.
- Need to look at the number of hours devoted to diverse experiences.
- Questions from work group members and the responses.
 - What are the differences in supervision in the two levels? Level 1 includes observations of others' practice. Tutoring would need supervision, but it could be flexible who supervises the teacher candidate. The Level 2 supervisor needs base requirements for supervision.
 - Could there be collaborative supervision between P-12 and higher education to value P-12's role in mentoring? For Level 2 experiences, we need to ensure some higher education faculty see that the teacher candidate is ready for student teaching. However, P-12 supervision too would be great.
 - Do you expect the 100 hours to be split between Levels 1 and 2? At least half of the hours must be at Level 2. I would advocate for more than 100 hours.
 - In terms of P-12, what is their incentive to host teacher candidates? The proposed clinical experiences are not asking P-12 to do more than current regulations. One work group

member described a professional development school consortium at her university that pays teachers. She stated that there needs to be a level of agreement with specifics in writing and a discussion of the candidate and teacher activities and benefits for the partnership to be successful.

- Would the clinical experience requirement be the same for undergraduate and graduate programs? Yes.

Candidate Support Subcommittee

- The subcommittee outlined a broad vision with core principles.
- Their recommendations will be around partnership agreements (i.e., MOUs) between higher education institutions and P-12 districts and providers, structures and supports around matching workforce data with supply and demand, and a research/clinical reflection lens in Schools of Education and districts (e.g., data sharing, convenings).
- The subcommittee will look at the roles and responsibilities for cooperating teachers and supervisors. It is looking forward to hearing what comes out of student teaching subcommittee so that the two groups can work together around evaluation.
- Question from a work group member and the response.
 - Where do you see the vision ending up? It would be part of the frame to the Board of Regents about the problem we are trying to solve. We are not saying that we have to go in this direction, but we found it helpful in our group.

Student Teaching Subcommittee

- The subcommittee defined student teaching.
- Need to recognize the importance of equity.
- Minimum of 75 consecutive days (about 450 hours), just shy of one semester, with a minimum of 6 hours per day. This length of time raises the bar for what most programs are doing.
- Minimum of one year for residencies.
- The subcommittee started identifying competencies, but then focused on NYS Teaching Standards.
- Questions and comments from work group members and the responses.
 - Increasing the number of days of student teaching is good, but the group needs to think about how it fits with other program requirements and the number of credits student teaching would add. Her institution would need to add 6 semester hours for student teaching. Teacher candidates also need to take 12 semester hours for financial aid. We cannot add it on top of requirements.
 - If this recommendation is adopted, could program requirements be relaxed during the changes.
 - If we require really high standards and do not attend to financial realities, then teacher candidates will become teachers through alternative programs.
 - Student teaching should be married with coursework and suggested looking at regulations for programs. Otherwise, the group is whittling at the edges.
 - What do you mean by consecutive days? Could half of student teaching take place in the fall and the other half take place in the spring? There needs to be sustained instruction, and the subcommittee will work on clarifying language.
 - The student teaching calendar should follow the district calendar. Several members agreed with this statement. Another member pointed out that higher education institutions cannot require supervision beyond the structure of semester.
 - Is there a minimum threshold for within a semester if student teaching is split fall and spring? The subcommittee envisioned 75 hours in one shot.

- Do the 75 days need to begin at the beginning of school district calendar? No.
 - Would there be any qualifications or professional development for becoming a mentor? Yes, require professional development for both university-based and school-based educators.
 - How do you define residency in terms of days and placements across semesters? Are coursework and field experiences embedded in the residency? The subcommittee needs to define this. It would look very different at the graduate level.
 - This subcommittee seems to be working on raising the bottom. It is a jump, but not an aspirational jump. Understand the need to give baseline for other subcommittees, but it is raising the floor.
 - Hope that there is a regulation-free zone where programs can challenge themselves to do things differently.
3. Small groups discuss the recommendations/guiding principles and vocabulary related to clinical practice (i.e., cooperating teachers, college or university supervisors, student teachers, student teaching experience, district-IHE partnerships)
- The subcommittee chairs led small group discussions on the following questions. The notes from each of the four groups are provided in the table below.
 - The subcommittee chairs proposed their groups' recommendations and/or guiding principles.
 - What are your thoughts about the proposed ideas?
 - What connections and/or conflicts do you see across the recommendations and/or guiding principles?
 - What additional questions or ideas should be considered that were not proposed?
 - What are the competencies that candidates should have at the end of student teaching?
 - What are the experiences candidates should have during student teaching?
 - Which clinical practice terms would you replace with new ones and why?
 - Cooperating teacher
 - College or university supervisor
 - Student teacher
 - Partnership
 - Other terms that should be replaced

Group 1 (facilitated by Christy)

Clinical Experiences Competencies and Experiences:

- Think about these over the course of the full program

Competencies:

- Based on New York State Teaching Standards

Experiences: (100 hours pre-ST, 75 days minimum of ST/Clinical Experience)

- Open Houses
- Opening of school
- Parent teacher conferences
- Co-teaching
- Solo teaching
- Small and large group instruction
- Experiences related to specific disciplines per their certification and SPA
- Teacher leadership

- Engagement with SWD, ENL, other
- Lesson and Unit plan creation and delivery
- Student Assessment
- Family, community involvement
- Trauma informed supports
- Interdisciplinary connections
- School board exposure
- Engagement with classroom management
- Collaboration with other professionals and paraprofessionals and community organizations
- Involvement with data driven instruction meetings and child study team meetings
- Engagement in professional development, in the school and outside of the school
- Engagement in extracurricular event
- Experience with instructional technologies
- Engagement with instructional and grade level meetings
- Participation in state or national organization
- Engagement with things such as Restorative Justice, PBIS,
- Engagement with progress monitoring tools
- RTI, AIS
- Differentiation across the full spectrum

Subcommittee Recommendations

What resonated positively with us:

- Developmental progression of experiences, deeply connected to coursework
- Course-embedded in level 2
- Focus on co-planning and co-ownership of the experiences
- This was a thread throughout all
- Appreciate the emphasis on supervised methods experiences in level 2 and the flexibility between the two levels
- 75 hours is a positive step – we wish we could be more
- The framing and vision with core principles is an important element to include as it sets the stage for all of the recommendations.

Tensions:

- We love the emphasis on collaboration with P12 impact, but need to recognize that this has implications for P12 and how are they being incentivized
- Even with the proposed change to 75 days, there is no motivation for most programs to do more
- The multiple year MOU is important – there is such turnover that we need some documentation of the partnership agreement and agreement should be with district rather than the building
- The more we regulate quality and increase the expectations for the profession, the more some people look for alternatives and work arounds
- We have to be careful to understand the higher ed structure and not make changes that put more burden on students

Questions and Ideas:

- If we know that a clinical residency is the right approach, there needs to be financial incentive for creativity
- Innovation funds and allowances
- Rather than mandating what time of the year or when they start and stop, they need to see and engage in developmental
- Need to ensure that attention is paid to equity and access for all throughout the document – really like that it is present in the vision and needs to also be reflected in regulations
- All of this is a P20 responsibility!
- Our focus in this working group is on initial certification, but we need to flesh out residency!

Term Discussion

Cooperating Teacher:

attending teacher

school based teacher educator (AACTE language)

There is probably no way to put the work “mentor” here

Is there anyone to get the partnership language

College or University supervisor:

Attending supervisor

Attending faculty

University Based Teacher Educator (AACTE language)

Student Teacher:

Teacher Candidate

Resident (in clinical residency programs)

Pre-service teachers

Student Teaching Experience:

Culminating Clinical Experience

Student Teaching

Field Placements as the umbrella term

District-IHE Partnership:

P20 partnership

The student in the P12 class is a student. What used to be called the Student Teacher is a Teacher Candidate.

Other Comments and Questions

- Terms that need to be replaced: Take over
- We also need to define Residency Perhaps
- Do we need to talk about compensation? Cash, tuition vouchers, events, dinners
- As we increase expectations for everyone, how are we increasing compensation and what is the support mechanism?
- Need to think about support to the School based teacher educators?
- Can IHEs offer PD as part of MOU?

- P-12 colleagues need opportunities to engage with research and practice community – conference travel

Group 2 (facilitated by David)

Q1 - Thoughts:

- Adjusting to the school year calendar (start when district schools start and adjust student housing, financial aid and health insurance etc.)
- Should initial cert even be considered after undergrad? (Goes beyond our charge but we could make those recommendations for other charges or conditions that would need to change in order to make that happen)
- Are there ways to financially incentivize candidates getting their masters? (Replicating the Holmes group recs but without the fiscal piece it doesn't work)
- None of the time indicators matter without the quality indicators
- What are the standards/rubrics we choose?
- Can we align to district rubrics?
- Agree on levels of ability for key indicators (developing or effective for some)?
- Candidates need to meet standards of performance in the school districts
- edTPA should be a program requirement and part of the expectations for student teaching (those experiences should be the indicators for student teaching)
- Assumes major thing to solve is the pipeline when it isn't

Q2 - Connections and conflicts:

- So much

Q3 - Questions/Considerations:

- There has to be BOTH an articulation of time and an articulation of the competencies in the regulation.
- A professional learning community needs to be a part of the teacher candidate development (even more so than the edTPA so could we make the edTPA as a local assessment instead of high stakes and put that in the recommendations).
- Fiscal implications for candidates need to be considered.
- Can we agree that the rubrics of the district need to be used to assess the candidate readiness?
- Need to articulate the indicators of candidate readiness.
- Could the coursework and the clinical 1 and 2 for field experiences create some stop gaps for candidates who should not be in the profession?
- Can we articulate that the cooperating teacher needs to be the field supervisor or to be able to give the grade for the teacher candidate?
- We need joint training around the competencies at the University and the District level.
- Coursework and clinical have to be tied together or the silos continue.
- Do we define what a "teacher" is?

Terms:

- *Cooperating Teacher*: partner teacher or attending teacher, school-based teacher educator
- *College or University Supervisor*: program coordinator, college-based teacher educator
- *Student Teacher*: Teacher candidate
- *Student teaching experience*: (Clinical 1, Clinical 2 for Fieldwork) Clinical Placement (for the 75 days), Clinical Residency (1 year+)

- *District-IHE partnership*: teacher prep partnership or partner (provider is the IHE and district is the hiring agency)
- *Other Terms*: Teacher, Building Level Leader

Group 3 (facilitated by Amy W.)

What are your thoughts on the proposed ideas?

- Didn't like that we could split the student teaching over time. Should be on one semester or another (perhaps waivers?)
- Like the full semester
- Student teaching is a culminating experience
- Like the proposal for the field experience – 100 hours – arbitrary – seems feasible
- Students are usually taking a full load on top of the field experience – how do we ensure it is feasible?
- What is the quality?
- There has to be a progression
- FW – who is supervising?
- Encourage the activities but need to have supervision
- Hard to envision across the continuum
- Like the connection to APPR or assessing for readiness between field work and student teaching (culminating assessment is linked to NY State Teaching Standards)

What connections or conflicts do you see?

- EdTPA is a conflict
- Feasibility and time
- In regulations – says upper and lower placements and not how it has to go – priority is continuous timeframe and depth

What additional questions or ideas

- Should student teaching be culminating?
- How do we ensure quality use of time?
- Should we be tying to minimum
- How do we think about grad vs. undergrad and how time plays out – different opportunities in a 4 year vs. master's
- APPR?
- Field work could be place for multiple levels and need requirements
- Consider rural vs. urban in implementation
- Timing of student teaching?
- Need supports around implementation
- SED provides financial incentives to districts to fund robust candidate experiences – consider the public that represents the
- How do we ensure that the regulations are better implemented? The regulations need to become of greater awareness
- No separate track in regulations around residency
- Like MOU but hard to conceptualize a structure for many contexts

Experiences? Competencies?

Terms:

- Cooperating Teacher: Need to change? Not sure it is broken. Maybe a branding? Not sure about teacher educator as term. We do not like Attending Teacher. Confusing and not parallel.
- College or university supervisor:
- Student teacher: Teacher Intern – calling it an “internship”
- Student teaching: Teaching Internship

WebEx Group (facilitated by Deborah G.)

There was concern around the conferral date for certification from the State for graduates if student teaching is extended. We want to make sure graduates get certified in a timely fashion to get hired as quickly as possible.

Importance of communicating with P-12. Concern that if there are not regulations for P-12, they will see this as a IHE policy that is not a larger responsibility for the profession. In other words, the responsibly/regulations for preparing teachers and partnering for P-12 schools cannot only for IHE but must P-12.

- Can “partnering with IHEs” be included in the Quality Reviews for P-12?
- What forums can be put in place to allow interested P-12 schools in reaching out to IHEs for partnerships rather than just IHEs reaching out to schools?

Great teachers do not equal great mentors, so we need to be cautious about that.

Vocabulary

- The group discussed that some words would be context-specific because of the culture of the programs.
- There were issues with the continuation of using student teaching experience, student teacher, district-IHE partnership.
- There was some discussion over the other terms. Because these can be value-laded terms that reflect a philosophy of a program, the group thought the terms should be neutral and clear. Most well received were school-based mentor or teacher educator and college or university-based mentor or teacher educator.

4. Review of the next steps

- Scott described the next steps. It is hard to wordsmith as a large group, so a small group would wordsmith the draft recommendations. We need to get out the recommendations to P-12 for feedback. We will have a draft document with the recommendations for the November meeting. If we can turn around a document for the meeting on Dec. 7, then we can finalize the recommendations at December meeting.
- What do you mean by getting out to P-12? There is no decision on how it would look. Would want superintendents to look at it. The additional dates in January and February are good to have in case we need to reach out to different groups.
 - Is there an appetite for regional meetings? Almost everyone raised their hand agreeing to be involved in regional meetings. These meetings could be in January.
- Where does John, Jhone, and Commissioner come in on the process? In November after the draft is agreed upon as a group.
- Some groups raise the floor, while others raise the ceiling. We have not talked about if we want a vision. It feels that there is a lot that needs to be in the draft before it goes out. The Candidate Support Subcommittee vision is a good starting point.

- We have yet to look at the recommendations as a single group. We need a single document with core guiding principles so that it is internally consistent.
 - Could each subcommittee try to come up with a single document, giving us three documents to look at? This process worked for the edTPA task force. Another option is a team of writers from each subcommittee to work on one document. Fewer cooks in the kitchen gets more done.
 - Could have one group look at the floor and another one look at the ceiling. This is where John, Jhone, and the Commissioner come in to see if they are looking at floor or ceiling. We should at least ask for the ceiling.
 - It may be easiest for each subcommittee to write their recommendations. My subcommittee would actually like to rewrite their recommendations based on the conversation this afternoon and incorporate the feedback.
 - Conversations today changed my thinking. We may think that we have a draft in December, but then we may need to discuss things we had not thought of. Need to still make progress towards December and then we will figure out if we need more time.
5. Subcommittees revisit their recommendations/guiding principles and next steps in breakout rooms.
- Subcommittees met separately to discuss their process for updating their recommendations.