



Clinical Practice Work Group Meeting Notes
November 15, 2017 (12:30-3:30)
New York State Education Department
89 Washington Avenue, Albany, NY (Room 5 A/B)

Members present in Albany: Deidre Armitage, Christine Ashby, April Bedford, Scott Bischooping, Nichole Brown, David Cantaffa, Karen DeMoss, Terry Earley, Jeremiah Franklin, Deborah Greenblatt, Colleen McDonald, Margaret McLane, Jennifer Spring

Members present virtually (WebEx): Shandre Alexandre, Cole Chilla, Stephen Danna, Ileana Infante, Leah Lembo, Deborah Shanley, Amy Way, Deborah Wortham

NYSED staff present: Laura Glass

1. Overview of the meeting
 - Co-chair April Bedford reviewed the agenda.
2. Review the difference between regulations, guidance, and the work group report
 - Laura described the difference between regulations, guidance, and the work group report.
 - The work group report will provide the Board of Regents with the context and rationale for the recommended regulatory changes.
 - Regulations outline what is required and can be enforced. They are the “rules”. Regulatory changes must be approved by the Board of Regents.
 - Guidance specifies how to follow the “rules”, is tied to a particular regulation, and may reflect input from the field. Guidance changes would be approved by the Department.
 - A work group member noted that the decisions made by the work group, such as raising standards, may have implications for other certificates (e.g., alternative route Transitional B certificate programs).
 - Certification versus program registration regulations is an important distinction; other certification regulations are beyond the scope of the charge.
 - Another work group member thought that the group should be careful not to create too many regulations, which communicates that teaching is not a profession.
3. Small groups discuss the subcommittee recommendations for regulatory changes in the following areas: foundational clinical experiences, student teaching, candidate support, and definitions.
 - Three of the four subcommittee chairs led small group discussions on the recommendations. The notes from each of the three groups are provided in the table below.

Group 1 (facilitated by Christy)

Foundational Clinical Experiences

- Are the pedagogical core requirements intended to include foundational courses? It is unclear the way it is written.
- Level 1 presumes that the classroom teacher is willing to provide that level of access.
- How are you defining “accomplished” P-12 educator? Consider a different word here??
- What about field experiences that focus on understanding the needs students who are ELL?
- A concern was raised about the term “must” in terms of the experience with high-needs schools.
- Do we need something here that references the residency including Clinical 1, 2 and ST?

Student Teaching

- Make sure it is clear that the residency requirement is different from the capstone clinical placement requirement.
- In the developmentally sequenced description, concerned that assuming the full teacher role or co-lead teacher for a minimum of 50% of their total clinical placement might be too ambitious. Is a minimum of 30% more reasonable?
- Concerned it will pose a potential hardship if candidates have to fully teach 17 days in the first placement. What if we just leave it at 50% of the placement. Maybe we just remove the days so there is more flexibility.
- Should expectations for engagement be in guidance or regulation?
- Should a handbook be in guidance or regulation? Would this need to be specific to each program and each school? Is that part of the MOU? What if we have to “create a written agreement” rather than a handbook?
- What if the NYS teaching standards change? If the teaching standards change, then we have to change the regulations. We could just say that they need to address competency in the standards?
- Concern that they should not have to do a portfolio and the edTPA – too onerous on students.
- Candidate practices aligned to the State Standards should move to guidance.
- Need to keep the reference to program preparing candidates for more than one certificate.
- Need to keep the waiver language.

Candidate Support

- Tenure is important at the Capstone Clinical Experience level. That might not be essential at the Clinical 1 and 2. Concerns about legal protection if they aren’t tenured. However, there are also concerns about finding the right placement if we require tenure. Should this be a school district decision rather than regulation? Tenure recommendation could be in guidance. What about early childhood placements?
- Move continued and ongoing professional development to guidance.
- School-based teacher educator should not have to demonstrate a positive impact on candidates’ development.
- University-based teacher educator
 - What about engagement with other parts of the profession if they weren’t in the classroom.
 - Need to think about CAEP requirements – why would we have a higher standard than CAEP? CAEP may not be the accrediting body going forward.
 - Concerns raised that the University based teacher educators have the same or less requirements. However, University faculty may have other skills and strengths without multiple years of teaching. The classroom teacher has a more direct role than the supervisor.
 - Provide evidence and documentation of continuous learning and effective instructional strategies through letters of recommendation (principals, colleagues, parents or students: This is important. We seem to be locking ourselves into a paradigm of school based and university based teacher educator model. Are there other models that we are not considering here (i.e., community partners)?
- Description of partnership agreements could be moved to guidance.
- Do the proposed regulations reflect the current regulation that, “Institutions shall demonstrate how they promote faculty involvement with public or nonpublic schools for the

purpose of improving the preparation of teachers with regard to understanding diversity and issues facing high need schools.”?

Definitions

- Need to clarify distinctions between field experiences, clinical practice, capstone experience, and clinical placement – too much overlap.
- Not sure where the definition of full-time came from.

Group 2 (facilitated and summarized by David)

A registered program leading to an initial teacher certificate shall include foundational, intermediate, and culminating clinical experiences. All clinical experiences are to be structured, sequential, assessed, and developed in partnership with certified and accomplished P-12 educators and, as applicable, community based educators.

1. Foundational Clinical Experiences shall include observation of certified and accomplished P-12 educators and, as applicable, community-based educators demonstrating practices that support student learning.
2. Intermediate Clinical Experiences shall include application of practices that support student learning in a setting that is supervised by certified and accomplished P-12 educators and, as applicable, community-based educators.
 - a. Both foundational and intermediate clinical experiences must address each of the applicable general and program-specific pedagogical core requirements for the certificate title for which the teacher candidate is preparing.
 - b. Both foundational and intermediate clinical experiences may include simulated experiences to augment the majority of experiences that occur in actual classrooms/schools with actual students.
 - c. The combination of foundational and intermediate clinical experiences shall total at least 100 clock hours, with at least half devoted to intermediate clinical experiences.
 - d. At least 15 of the total 100 clock hours must include a focus on understanding the needs of students with disabilities.
 - e. At least 15 of the total 100 clock hours must include a focus on understanding the needs of students learning English as a new language.
 - f. 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.
3. Culminating Clinical Experiences
 - a. Culminating clinical experiences must be designed to provide teacher candidates opportunities to hone their practices in alignment with the New York State Teaching Standards in a setting that is supervised by a certified and accomplished P-12 educator.
 - b. Culminating clinical experiences shall include at least 75 teaching days that occur consecutively and in alignment with the daily teacher schedule and annual calendar of the school in which the placement is occurring.
 - c. If the 75 days includes more than one placement, each placement must be at least 35 days in length.

- d. Through the combination of foundational, intermediate, and culminating clinical experiences, the program must provide each teacher candidate with experiences in a variety of communities, including designated high-needs schools, with diverse student populations, including as related to culture and academic proficiency, and across the range of developmental levels for the certificate titles(s).
- e. Upon written application by the institution, the Commissioner may grant a time-limited approval for an alternate model for clinical experiences.

WebEx Group (facilitated by Deborah G.)

Foundational Clinical Experiences

- Should there be guidance about over what duration the 100 clock should be done?
- Be clearer about being “in partnership with P-12”.
- 1 a – “this may also include...” should go into guidance, however, it could be clearer that these hours do not have to be purely observational
- Some were uncomfortable with the word “low-risk” because it made it sound like other experiences are “high-risk”.
- Maybe connect the two levels to the teaching standards to clarify.
- 1 b – What does “accomplished” mean? Should that be taken out?
- There are 15 hours for students with disabilities. Should there be hours for working with ELL (where possible)?
- 2 e – Should double dipping be allowed for the 50 hours for an additional certification? This group said no.
- How is the person giving the assignment connecting to course work?
- Be clearer about what the SBTE supervision in level 2 means?

Student Teaching

- Special considerations for early childhood because they need 3 settings: preK, K, and 1-2.
- In “developmentally sequenced” look at language around assuming the full teacher role or co-lead to say something that is more inclusive of various practices like leading small groups. Maybe say “actively engaged in teaching practices and responsibilities, including classroom management.”
- Page 2 needs to be combined with page 1 in many ways.
- Handbook would be in guidance.
- There should be something in guidance about credits for student teaching to support covering the requirements for financial aid; however, raising the number of credits for student teaching can also increase the cost of schooling for some.
- Assessment – would “state approved rubric” suffice?
- Align with InTASC, perhaps?
- MOU with districts to see what the district uses.
- Get rid of “aligned with edTPA” – IHE will see this requirement and already realize they can “double dip.” No need to encourage more edTPA alignment as it is already taking over so much of the curriculum. The point here seems to be to bring back the good projects/portfolios that were dropped because of edTPA.
- What about including an intermediate/midpoint assessment? (Even if that is a review of the portfolio so far. Don’t wait till the end to assess.) Maybe this goes in guidance.

Candidate Support

- Recommended that the group looks into the research on the training and development of mentors – Does it have an effect?
- Thinking about “support” for school-based teacher educators in learning how to work as a mentor vs. professional development in general.
- Suggestion to get rid of b. ii. (Track record of strong classroom performance...)
- Make it clear that the qualifications for school-based teacher educators for the capstone clinical experience do not have to be as rigorous for the foundational clinical experience school-based teacher educators teachers.
- b iii – maybe add “and ongoing related learning”
- not in favor of SBTE needing tenure
- 3 – should be in the guidance document rather than regulations
- 4 – maybe go into guidance
- b ii – get rid of “full time” because there are many adjuncts or people who work part-time in schools in the previous 5 years who would be great UBTE
- The aspects on the student teaching subcommittee seemed to be better placed in guidance.

4. Identify ways to reach out to stakeholders for feedback

- Co-chair Scott Bischooping stated that the work group needs to include recommendations around partnerships where true partnerships are developed and incentivized at the P-12 and higher education levels.
- Who will be receiving the work group report? We will be making the report available to the whole field as well as to the Board of Regents. Keep in mind that the report is advisory to the Regents; they may not approve the recommendations.
- Do you like the idea of a survey? The group liked the idea of a survey and had several suggestions.
 - Could give a pre-survey and/or items inside survey. The group agreed to give only one survey.
 - Want to ask them to answer questions based on their experience with teacher candidates in addition to their own clinical experience.
 - Make sure to word the report as a current draft rather than as an approved draft.
- What questions should be on the survey? For example, which recommendations do you like? What recommendations are missing? Suggested recommendations to help realize the vision?
 - Likert scale with questions or space to make comments underneath.
 - Quantify as much as possible.
 - Caution the rating of different ideas. The results should be to support good discussion.
 - To meet the regulations as written, what would you need to change in your program? What do you like is not a helpful prompt.
 - Suggest chunk into sections (e.g., foundational clinical experiences, student teaching).
- What would be sent out? The proposed regulatory language.
- We could send the survey to our networks. The survey must be distributed more broadly across the state by NYSED.
- Regional meetings are an opportunity to cultivate relationship with P-12. The meetings could be held at BOCES. Another work group member hopes that we are able to reach out to teachers who work one-on-one with teacher candidates.

5. Review of the next steps

- The subcommittee chairs will send their small group notes to Laura and revise the current recommendations.
- John D'Agati and Laura will share the recommendations with the Commissioner and Senior Deputy Commissioner at end of the month to get their feedback. The feedback will be shared at the next meeting.
- We will finalize the draft recommendations and survey at the December meeting so that they can be sent to the field in January and February.