

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to Education Law sections 207, 305, 3001, 3006, 3009.

1. Subclause (2) of clause (c) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective July 30, 2014, to read as follows:

(2) Field experiences, student teaching and practica.

(i) (A) All registered programs shall include at least 100 clock hours of field experiences related to coursework prior to student teaching or practica. The program shall include:

(I) at least two college-supervised student-teaching experiences of at least 20 school days each; or

(II) at least two college-supervised practica with individual students or groups of students of at least 20 school days each[.]; or

(III) at least one college-supervised student-teaching experience of at least 40 school days, provided that:

(1) the combination of field experience hours and days of student teaching meets or exceeds the specific requirements for the certificate title as described in paragraph

(3) of this subdivision; and

(2) the combination of field experience hours and days of student teaching provides the full range of developmental levels required by the certificate title in paragraph (3) of this subdivision; and

(3) the mentoring teacher of record at the school or school district where the student teacher is placed holds a certificate in the certificate title or in a closely related

area; and is designated by the school or district as a teacher mentor or coach or is rated effective or highly effective in their most recent annual professional performance review conducted pursuant to section 3012-c of the Education Law or holds a national board certificate. [This requirement] These requirements shall be met by student teaching, unless the specific requirements for the certificate title in paragraph (3) of this subdivision require practica.

(B) . . .

(ii) . . .

(iii) . . .

(iv) . . .

2. Subparagraphs (i) through (xvi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective July 30, 2014, to read as follows:

(i) Programs leading to initial certificates valid for teaching early childhood education (birth through grade 2).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on early childhood education and include, but need not be limited to:

(1) . . .

(2) field experiences and [student teaching] student-teaching experiences with children in each of the three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, through the combined field experiences and [student teaching

experience] student-teaching experience, and for programs with at least two student-teaching experiences, student teaching with at least two of these three groups. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students in early childhood, including experiences with each of the three early childhood groups.

(ii) . . .

(iii) Programs leading to initial certificates valid for teaching middle childhood education (grades 5 through 9).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood education and include, but need not be limited to:

(1) . . .

(2) student-teaching experiences in both middle childhood settings, grades 5 through 6 and 7 through 9 for programs with at least two twenty day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both middle childhood settings, grades 5 through 6 and grades 7 through 9. The time requirements for field experience, student teaching

and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or for candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the program shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with middle childhood students, including experiences in both middle childhood settings, grades 5 through 6 and grades 7 through 9.

(iv) Programs leading to initial certificates valid for teaching adolescence education (grades 7 through 12).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on adolescence education and include, but need not be limited to:

(1) . . .

(2) student-teaching experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12 for programs with at least two twenty day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching in both adolescence education settings, grades 7 through 9 and grades 10 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate

and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching with students in adolescence, including experiences in both adolescence education settings, grades 7 through 9 and grades 10 through 12.

(v) Programs leading to initial certificates valid for teaching a special subject (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include, but need not be limited to:

(1) . . .

(2) student-teaching experiences of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12 for programs with at least two twenty day student-teaching experiences; and for programs with one student-teaching experience, combined field experiences and student teaching of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences,

practica, or student teaching with students in the special subject class, including experiences in both settings, pre-kindergarten through grade 6 and grades 7 through 12.

(vi) Programs leading to initial certificates valid for teaching students with disabilities in early childhood, childhood, middle childhood for programs registered prior to September 2, 2011, or adolescence.

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall include the preparation for meeting the pedagogical core requirement for the general teaching certificate at the same developmental level and shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with mild, moderate, severe, and multiple disabilities at the student developmental level of the certificate and include, but need not be limited to:

(1) . . .

(2) field experiences and student-teaching experiences with students with disabilities across the age/grade range of the student developmental level of the certificate, through combined field experiences and [student teaching] student-teaching experiences, and for programs with at least two student-teaching experiences, student teaching in two settings as appropriate to the certificate: pre-K through kindergarten and grades 1 through 2; or grades 1 through 3 and grades 4 through 6; or grades 5 through 6 and grades 7 through 9 for programs registered prior to September 2, 2011; or grades 7 through 9 and grades 10 through 12. The time requirements for field experience,

student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least the equivalent of 50 clock hours of field experiences and at least 20 days of practica or student teaching with students with disabilities, including experiences across the age/grade range of the student developmental level of the certificate.

(vii) Programs leading to initial certificates valid for teaching students who are deaf or hard-of-hearing (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding and skills for teaching deaf or hard-of-hearing students that includes, but need not be limited to:

(1) . . .

(2) field experiences, student teaching or practica with students who are deaf or hard-of-hearing, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include

experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are deaf or hard-of-hearing.

(viii) Programs leading to initial certificates valid for teaching students who are blind or visually impaired (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on developing comprehensive knowledge, understanding, and skills for teaching students with disabilities, as prescribed in subclause (vi)(b)(1) of this paragraph; and specialized knowledge, understanding, and skills for teaching students who are blind or visually impaired that includes, but need not be limited to:

(1) . . .

(2) field experiences, student teaching or practica with students who are blind or visually impaired, which includes experiences at each of the four developmental levels: early childhood, childhood, middle childhood and adolescence, provided that if a program has at least two student-teaching experiences, student teaching shall include



experiences at the early childhood or childhood level and also at the middle childhood or adolescence level. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences and at least 20 days of practica or student teaching with students who are blind or visually impaired.

(ix) . . .

(x) . . .

(xi) . . .

(xii) Programs leading to initial certificates valid for teaching the career field of agriculture or business and marketing (all grades).

(a) . . .

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(c) of this subdivision, the pedagogical core shall focus on middle childhood and adolescence education and include but need not be limited to:

(1) . . .

(2) field experiences in both elementary and secondary schools and student-teaching experiences at two different grade levels with at least one student-teaching experience in grades 10, 11 and/or 12 for programs with at least two student-teaching

experiences. For programs with one student-teaching experience, combined field experiences and student teaching at two different grade levels with [at least] one [student teaching] student-teaching experience in grades 10, 11 and/or 12. The time requirements for field experience, student teaching and practica of item (2)(ii)(c)(2)(i) of this subdivision shall not be applicable for candidates holding another classroom teaching certificate or candidates who are simultaneously preparing for another classroom teaching certificate and completing the full field experience, student teaching and practica requirement for that other certificate. In such instances, the programs shall require such candidates to complete at least 50 clock hours of field experiences, practica, or student teaching in the career field in grades 10, 11 and/or 12.

(xiii) . . .

(xiv) . . .

(xv) . . .

(xvi) . . .

(xvii) . . .

3. Subparagraph (ii) of paragraph (5) of subdivision (c) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective July 30, 2014, to read as follows:

(ii) Limitations. The clinically rich graduate level teacher preparation pilot program shall end on [June 30, 2016] October 1, 2016.