

## AMENDMENT OF THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 207, 208, 210, 214, 216, 224, 305, 3001, 3004 and 3006 of the Education Law

1. Paragraph (5) of subdivision (a) of section 52.1 of the Regulations of the Commissioner of Education is added, effective July 29, 2010, to read as follows:

(5) every curriculum leading to a master's degree in a clinically rich graduate level teacher preparation pilot program as prescribed under section 52.21(b)(5) of the Regulations of the Commissioner of Education.

2. Subparagraph (xvi) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended, effective July 29, 2010, to read as follows:

(xvi) Transitional B certificate means the first teaching certificate obtained by a candidate enrolled in an alternative teacher certification program or a Model-B teacher preparation track of a clinically rich graduate level teacher preparation pilot program, as prescribed in this section, that qualifies that individual to teach in the public schools of New York State, subject to the requirements and limitations of Part 80 of this Title, and excluding the provisional certificate, initial certificate, temporary license, transitional A certificate, and transitional C certificate.

3. A new paragraph (5) shall be added to subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education, effective July 29, 2010, to read as follows:

(5) Clinically rich graduate level teacher preparation pilot program for high need schools. Two models of the clinically rich graduate level teacher preparation pilot

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candidates working with a teacher of record and the Model B - residency teacher preparation pilot track for candidates employed as the teacher of record.

(i) Purpose. The purpose of this paragraph is to establish a clinically rich graduate level teacher preparation pilot program to increase the supply of highly effective teachers in high need subjects in high need schools. This pilot program will include an intensive residency component, grounded in the New York State teaching standards and centered on the practice of research-based teaching skills and best practices that make a difference in the classroom.

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

(iii) Definitions. For purposes of this paragraph:

(a) High need school shall mean a school designated by the Commissioner of Education as a high need school. A high need school shall include, but not be limited to, schools under registration review, low performing schools, and other high need schools, in which there is a shortage of certified teachers in the previous school year and there is a projected shortage of certified teachers in the current year.

(b) Institution shall mean an institution of higher education as defined in section 50.1 of this Title, an education corporation as defined in Education Law section 216-a, or a corporation having an educational purpose that is formed under the Not-for-Profit Corporation Law or the Business Corporation Law with the consent of the Commissioner pursuant to Education Law section 216, or a Limited Liability Company having an educational purpose that is formed under the Limited Liability Company Law

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institution must be selected by the Board of Regents for participation in these pilot programs pursuant to a request for proposal (“RFP”) process. Such proposals shall meet the criteria outlined by the Board of Regents in the RFP and be in a format, and submitted pursuant to a timeline, as prescribed by the Board of Regents.

(c) Teacher of record shall mean the teacher with primary responsibility for instruction and grading in the classroom.

(d) Teacher-mentor shall mean an experienced and highly effective certified teacher who is employed in the same high need school as the candidate and who is assigned to provide mentoring and support to a candidate in this pilot program. For candidates in the Model- A track of this pilot program, the teacher-mentor shall be the teacher of record as defined in this subparagraph.

(iv) General requirements for the clinically rich graduate level pilot program. The general requirements for registration as set forth under sections 52.1 and 52.2 of this Part and the general requirements for registration of curricula in teacher education as set forth under section 52.21(b)(1), (b)(2)(i), (b)(2)(ii)(a), (b)(2)(ii)(b), (b)(2)(ii)(c)(1) and (b)(2)(iv) of this Part. The remaining requirements set forth in section 52.21 of this Part shall not be applicable, except as otherwise provided in this paragraph. In addition, the following requirements shall be met:

(a) Collaboration. Any institution that participates in this program shall execute a written agreement with each partnering high need school which shall include the following:

(1) the specific roles of the institution and the high need school in the recruitment, preparation, and mentoring of candidates, as well as their roles in sustaining this pilot program in the long term;

(2) the selection and evaluation criteria and the recruitment process for teacher-mentors;

(3) the various types of assessments that will be used to evaluate candidates throughout the program, and how such assessments will be utilized to prescribe study and experiences that will enable candidates to develop the knowledge, understanding, and skills necessary to successfully meet the requirements of this program and to obtain certification upon completion of the program.

(b) Admission requirements. In addition to the selection criteria established by institutions for candidates to participate in this program, the pilot program shall meet the following admission requirements:

(1) The program shall require candidates to hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees. Candidates shall have achieved at least a 3.0 cumulative grade point average, or its equivalent, in the program leading to the baccalaureate or graduate degree, or shall have been found by an officer designated by the registered program to have the necessary knowledge and skills to successfully complete the program, which finding shall be in writing and include the basis for that finding.

(2) Candidates shall have completed an undergraduate or graduate major (sequential study comprising at least 30 semester hours that provides knowledge of

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semester hours may include up to 12 semester hours in cognates) in the subject of the certificate sought, or an undergraduate or graduate major in a related field approved by the department for this purpose at the time of program registration, except that candidates for a certificate in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall meet the requirements of subclause (3) of this clause.

(3) Candidates for certificates in early childhood education, childhood education, and middle childhood education-generalist, or a candidate seeking to teach students with disabilities at those developmental levels shall have completed an undergraduate or graduate major in a liberal arts and sciences subject or interdisciplinary field.

(4) Only those candidates who provide a written commitment to teach for at least four years in a high need school upon graduation shall be admitted into the program.

(c) Curriculum and the clinical experience component Completion of the curriculum and the clinical experience component of the program shall prepare the candidate with the education required for an initial certificate in a certificate title in the classroom teaching service and may prepare the candidate with the education required for a bilingual education extension of such certificate.

(1) Faculty. All faculty members who teach within a curriculum in this pilot program shall possess earned doctorates or other terminal degrees in the field in which they are teaching or shall have demonstrated, in other widely recognized ways, their special competence in the field in which they graduate students.

(2) Curriculum. The curriculum of the pilot program shall include research-based skills and best practices aligned with the newly developed teacher standards to prepare candidates to be effective teachers in high need schools. In addition, the curriculum of the program shall meet the following requirements:

(i) The curriculum shall be offered by qualified faculty who demonstrate that they understand high need schools; and

(ii) The pedagogical preparation of the program shall include, but need not be limited to graduate level study designed to permit the candidate to obtain the pedagogical core requirements for programs leading to an initial certificate, as prescribed in subclause (2)(ii)(c)(1) of this subdivision and the specific pedagogical study requirements for the particular certificate title sought as prescribed in subparagraphs (3)(i) through (xv) of this subdivision.

(3) Clinically rich experience component. The clinical experience component of the program shall meet the following requirements:

(i) The clinical experience shall be designed by the institution in collaboration with a high needs school to provide a rich variety of teaching experiences for the candidate to ensure that program graduates will be effective teachers in high need schools.

(ii) Prior to assigning the candidate to a classroom, the institution shall enter into a written agreement with the high need school wherein the high need school shall agree to establish a plan for at least six months of continuous mentored clinical experience for candidates in the Model A- track and one continuous school year of mentored clinical experience for candidates in the Model B- track by the assigned teacher-mentor for the

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school principal or designee, the assigned teacher-mentor, and a school curriculum supervisor or specialist.

(iii) The program shall ensure its candidates receive mentoring support by a teacher-mentor during the entire period they are assigned to the classroom and enrolled in the program, which shall be at least six months for candidates in the Model A- track and one continuous school year for candidates in the Model B- track.

(iv) The mentored clinical experience shall take place with an assigned teacher - mentor in a high need school that offers instruction in any grade, pre-kindergarten through 12, as appropriate to the certificate sought.

(v) Program faculty shall supervise the candidate and promote the linking of theory and practice by observing and advising the candidate at least twice each month during the clinical experience, except as otherwise provided in this paragraph.

(vi) Program faculty shall work in collaboration with the assigned teacher-mentor to evaluate candidates and provide feedback.

(vii) During the clinical experience, the program shall provide courses and seminars that are designed to link educational theory with clinical experiences, which shall include, but need not be limited to, the curricula described in item (iv)(c)(1)(ii) of this paragraph.

(d) Degree. Successful completion of the pilot program shall lead to a professional Master of Arts in Teaching degree. Any institution that offers a program, other than an institution of higher education, shall certify to the department that the candidate has satisfactorily met the requirements of this paragraph. Upon receipt of

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Board of Regents will issue a professional Master of Arts in Teaching degree to such candidate provided that the program remains in good standing with the Department.

(e) Certification. A designated officer of the institution offering the pilot program shall be required to recommend the candidate for an initial certificate, and as applicable, for the bilingual education extension of those certificates, upon completion of the program and after consultation with the school principal or designee at the location of the mentored teaching.

(f) Support commitment for pilot program graduates upon completion of the program. An institution shall have a formal written agreement with partnering schools or districts to provide continued mentoring support for graduates of the pilot program during their first year of teaching, which shall include, but not be limited to, setting selection criteria, and the recruitment and training processes for mentors; and developing plans to provide professional development programs based on research and best practices for mentors and graduates.

(v) Specific requirements for the Model A –residency teacher preparation pilot track where the candidate works with a teacher of record in the classroom. The candidate shall complete the clinical experience component of this program with an assigned teacher of record in the classroom. The institution shall assign the teacher of record as the candidate's teacher-mentor.

(vi) Specific requirements for the Model B- residency teacher preparation pilot track where the candidate is employed by the high need school as the teacher of record.

(a) Introductory component. The program shall meet the requirements of the introductory component prescribed in items (3)(xvii)(b)(2)(i) and (iv) of this subdivision. Such introductory component shall lead to the Transitional B certificate in a certificate title in the classroom teaching service, and may also lead to a bilingual education extension of such transitional B certificate.

(b) Mentored teaching. Program candidates who are teaching with a Transitional B certificate shall receive weekly program faculty supervision and daily mentoring by an assigned teacher-mentor during the first eight weeks of teaching and continued mentoring by an assigned teacher mentor during the remainder of the time that the candidate is enrolled in the program and teaching.

(c) Candidates must meet program standards for good academic progress in order to retain the Transitional B certificate.

4. Section 80-5.13 of the Regulations of the Commissioner of Education is amended, effective July 29, 2010, to read as follows:

§80-5.13 Alternative requirements for classroom teaching certificates.

(a) Requirements for the transitional B certificate for all titles in the classroom teaching service, applicable for a candidate enrolled in either an alternative teacher certification program registered pursuant to section 52.21(b)(3)(xvii) of this Title or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title,

(1) General requirements.

(i) . . .

(ii) Limitations. The transitional B certificate shall authorize a candidate to teach only in a school district for which a commitment for employment and mentoring has been made. In addition, it shall only be valid as long as the candidate is matriculated in good standing in a registered alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title, leading to a provisional or initial certificate, unless the candidate has applied for the transitional B certificate on or before February 1, 2001 and the candidate is matriculated in good standing in a registered program leading to the provisional or initial certificate in the certificate title sought and has documented that such program will meet all requirements of the alternative teacher certification program, or unless the candidate has completed such program.

(2) The candidate shall meet the requirements in each of the following subparagraphs:

(i) Education.

(a) The candidate shall hold a baccalaureate or graduate degree from a regionally accredited institution of higher education or from an institution authorized by the Board of Regents to confer degrees; and

(b) either:

(1) the candidate shall submit satisfactory evidence of:

(i) matriculation in an alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title, leading

to a provisional or initial certificate or leading to provisional/permanent or initial/professional certificates and, as applicable, a bilingual education extension of such certificates, registered pursuant to and having met the admission requirements prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title; and

(ii) having completed the introductory component of a registered program leading to the transitional B certificate, as prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title or the acceptable equivalent of such study as determined by the department; or

(2) . . .

(ii) . . .

(iii) Employment and support commitment. The candidate shall submit satisfactory evidence of having a commitment from a school or school district of employment as a full- time teacher with the school or school district in the area of the certificate sought for at least three school years, which shall include at least one year of mentoring as prescribed in section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title.

(b) Requirements for the provisional or initial certificate for all titles in the classroom teaching service, and a bilingual education extension of such certificate, applicable for a candidate holding a transitional B certificate and matriculated in an alternative teacher certification program registered pursuant to section 52.21(b)(3)(xvii) of this Title or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program registered pursuant to section 52.21(b)(5) of this Title,

(1) The candidate shall meet the requirements in each of the following subparagraphs:

(i) Education. The candidate shall have successfully completed either:

(a) an alternative teacher certification program or the Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program leading to a provisional or initial certificate or leading to provisional/permanent or initial/professional certificates, which may also lead to a bilingual education extension of such certificates, that is registered pursuant to section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title; or

(b) . . .

(ii) . . .

(iii) Experience and mentoring. The candidate shall submit evidence of having had at least one school year of full-time teaching that was mentored, obtained through an alternative teacher certification program or a Model B–residency teacher preparation track of a clinically rich graduate level teacher preparation pilot program, registered pursuant to section 52.21(b)(3)(xvii) or section 52.21(b)(5) of this Title, or other program that meets the education requirements of this subdivision.

(2) . . .

(3) . . .