



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: The Honorable Members of the Board of Regents

FROM: William P. Murphy *William Murphy*

SUBJECT: Proposed Amendment of Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the Student Teaching Requirements for Registered Teacher Preparation Programs and Through the Individual Evaluation Pathway to Certification

DATE: May 4, 2023

AUTHORIZATION(S): *Donna Bellotti*

SUMMARY

Issue for Decision (Consent)

Should the Board of Regents adopt the proposed amendment of sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education relating to the student teaching requirements for registered teacher preparation programs and through the individual evaluation pathway to certification?

Reason(s) for Consideration

Review of policy.

Proposed Handling

The proposed amendment is submitted to the Full Board for adoption as a permanent rule at its May 2023 meeting. A copy of the proposed amendment is attached (Attachment A).

Procedural History

The proposed amendment was presented to the Higher Education Committee for discussion at its October 2022 meeting. A Notice of Proposed Rule Making was published in the State Register on October 19, 2022, for a 60-day public comment period.

In response to public comment, the proposed amendment was revised and presented to the Higher Education Committee for discussion at its February 2023 meeting.

A Notice of Revised Rule Making was published in the State Register on March 1, 2023, for a 45-day public comment period.

Following the 45-day public comment period required under the State Administrative Procedure Act, the Department received two comments on the proposed amendment. An Assessment of Public Comment is included (Attachment B). No changes to the proposed amendment are recommended at this time. A Notice of Adoption will be published in the State Register on May 31, 2023. Supporting materials are available upon request from the Secretary to the Board of Regents.

Background Information

At its April 2019 meeting, the Board of Regents adopted changes to the student teaching requirements for registered teacher preparation programs applicable to candidates who enroll in a program in the Fall 2022 semester and later. Corresponding revisions to the teaching experience requirement for the individual evaluation pathway to certification were also approved at this meeting for candidates who apply for a certificate on or after September 1, 2026. The teaching experience requirement can be satisfied through either a college-supervised student teaching experience or as an employed teacher.

These dates were extended by one year in response to the COVID-19 pandemic at the June 2021 Board of Regents meeting, giving programs additional time to make the required changes to their student teaching experiences and partnership agreements if needed. The program changes are now effective for candidates who enroll in a program in the Fall 2023 semester and later. The corresponding revisions to the teaching experience requirement for the individual evaluation pathway are therefore scheduled to go into effect for candidates who apply for a certificate on or after September 1, 2027.

Original Proposed Amendments

Teacher preparation program faculty and administrators have raised questions and expressed concerns about some of the new student teaching requirements, indicating that they may adversely impact candidates and programs. The Department is proposing the following revisions to the new student teaching registration requirements in response to the concerns:

- **Length of student teaching.** The unit of measurement for length of the student teaching experience would be 70 school days, or its equivalent, instead of a full semester of at least 14 weeks, full-time. By converting the measurement from weeks to days and removing the “full-time” requirement, institutions would have greater flexibility to design placements that fit their academic calendar.

- **Multiple certificates.** Candidates pursuing more than one certificate title could complete placements of at least 35 school days for each certificate title instead of two placements of at least seven weeks or one placement of at least 14 weeks. The current requirement does not account for more than two placements.
- **Full-time status.** The requirement that candidates must be credited with at least the number of semester hours required to obtain full-time status at the institution during the student teaching experience or residency would be removed. This requirement would increase the number of semester hours, and thus tuition, for student teaching at some institutions, creating a financial barrier for candidates.
- **Library Media Specialist programs.** Library media specialist candidates are required to complete two practica in elementary and secondary schools under the current and new student teaching requirements. For the current student teaching requirements, the proposed change would permit one practicum and allow the combined field experiences and practicum to be in both elementary and secondary schools. The requirement of two practica would be removed in the new student teaching requirements, allowing a practicum to be in one type of setting if desired or needed due to the limited availability of placements.

Additionally, the proposal extends the timeline for programs to implement the new student teaching requirements by one year. As such, the program changes would apply to candidates who enroll in a program in the Fall 2024 semester and later, and the corresponding revisions to the teaching experience requirements for the individual evaluation pathway to certification would be effective for candidates who apply for a certificate on or after September 1, 2028.

For the individual evaluation pathway, the proposed amendment would allow candidates who apply for certification prior to September 1, 2028, to satisfy the teaching experience requirement by completing 40 school days, or its equivalent, in a college-supervised student teaching experience or as an employed teacher. On or after September 1, 2028, candidates may satisfy the new teaching experience requirement by completing 70 school days, or its equivalent, in a college-supervised student teaching experience or as an employed teacher.

The addition of the phrase “or its equivalent” provides more flexibility for candidates in calculating the amount of student teaching or teaching experience for certification, permitting a variety of part-time experiences that could be equivalent to 40 or 70 school days. The proposed amendment replaces the employment requirement of 70 full-time school days or 140 half-time school days that must include at least one continuous period of no fewer than 35 school days.

The proposed amendment also includes technical revisions, replacing the term “students” with “candidates” and the term “school-based teacher” with “school-based teacher educator.”

Proposed Revisions Following the First Public Comment Period

Based on feedback on the proposed rule from the field, the Department now proposes to revise the proposed rule regarding the “limited exemption” for experienced teachers. The new student teaching requirements include a “limited exemption” for experienced teachers who are enrolled in a graduate program leading to certification for one or more certificates. Teachers who qualify for the limited exemption are exempt from the clinical experience clock-hour requirement and the full-semester student teaching requirement. To qualify, teachers must have either: (1) completed a New York State registered teacher preparation program prior to enrollment in the graduate program and hold an Initial and/or Professional teacher certificate, (2) hold National Board certification, or (3) have at least one year of effective teaching experience under a valid New York State or out-of-state teaching certificate.

With the limited exemption, candidates complete at least 50 clock hours of student teaching or practica (unless otherwise prescribed in the specific program requirements) that includes a focus on the applicable program-specific pedagogical core requirements for the certificate title. The student teaching or practica must occur with actual students in educational settings appropriate to the certificate title sought.

Consistent with the extension of the new student teaching requirements, the original proposed rule also extended the timeline for the limited exemption by one year, making it available for candidates who enroll in a program in the Fall 2024 semester and later. Teacher preparation program faculty have expressed an interest in making the limited exemption available to teachers immediately, rather than when the new student teaching requirements go into effect. The Department is therefore proposing to have the limited exemption be an option for qualified teachers and graduate teacher preparation programs upon adoption of the proposed amendment.

Related Regents Items

February 2023: [Proposed Amendment of Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the Student Teaching Requirements for Registered Teacher Preparation Programs and Through the Individual Evaluation Pathway to Certification](https://www.regents.nysed.gov/sites/regents/files/223hed1.pdf)

(<https://www.regents.nysed.gov/sites/regents/files/223hed1.pdf>)

October 2022: [Proposed Amendment of Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to the Student Teaching Requirements for Registered Teacher Preparation Programs and Through the Individual Evaluation Pathway to Certification](https://www.regents.nysed.gov/common/regents/files/1022hed3.pdf)

(<https://www.regents.nysed.gov/common/regents/files/1022hed3.pdf>)

June 2021: [Proposed Amendment to Sections 52.21, 80-3.14, and 80-3.7 of the Regulations of the Commissioner of Education and Section 30-1.2 of the Rules of the Board of Regents Relating to Providing Flexibility Relating to Student Teaching, Individual](#)

[Evaluation Pathway to Certification, Accreditation, and the Computer Science Tenure Area and Statement of Continued Eligibility in Response to the COVID-19 Crisis](http://www.regents.nysed.gov/common/regents/files/621brca8.pdf)
(<http://www.regents.nysed.gov/common/regents/files/621brca8.pdf>)

April 2019: [Proposed Amendments to Sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education Relating to Student Teaching Requirements for Teacher Certification and the Registration of Teacher Preparation Programs](http://www.regents.nysed.gov/common/regents/files/419hea2.pdf)
(<http://www.regents.nysed.gov/common/regents/files/419hea2.pdf>)

Recommendation

It is recommended that the Board of Regents take the following action:

VOTED: That sections 52.21 and 80-3.7 of the Regulations of the Commissioner of Education be amended, as submitted, effective May 31, 2023.

Timetable for Implementation

If adopted at the May meeting, the proposed amendment will become effective on May 31, 2023.

Attachment A

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Pursuant to sections 101, 207, 208, 305, 308, 3001, 3004, and 3009 of the Education Law.

1. Subparagraph (xv) of paragraph (1) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(xv) Residency means a structured, college-supervised learning experience for a candidate in a teacher education program that is designed and implemented through a memorandum of understanding or similar collaborative agreement between an institution of higher education and an educational setting where the partners design the residency to provide candidates with instructional experiences connected to program learning goals and district priorities and develop shared expectations for the candidate's gradual assumption of responsibilities in their placement in the area of the certificate sought. Candidates complete pedagogical coursework during the residency and practice under the direct supervision of a certified school-based teacher educator.

2. Clause (f) of subparagraph (i) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(f) Partnerships.

(1) For registered programs with [students that] candidates who first enroll prior to the Fall [2023] 2024 semester, institutions shall demonstrate how they maintain formal relationships with local schools for the purpose of improving the preparation of

teachers and improving teaching and learning at both the institutional and the elementary and/or secondary school levels.

(2) For registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter:

(i) ...

(ii) ...

(iii) ...

3. Subclause (2) of clause (b) of subparagraph (ii) of paragraph (2) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(2) Clinical experiences.

(i) For registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester that includes student teaching or practica:

(A) ...

(B) ...

(ii) For registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter that include student teaching or practica:

(A) ...

(B) Student teaching or practicum.

(l) The program shall include a college-supervised student teaching or practicum experience of at least [a full semester of at least 14 weeks] 70 school days, or its equivalent [in length, full-time], in an educational setting, and in alignment with the daily schedule and annual calendar of that educational setting; provided that candidates

pursuing more than one certificate title may complete [two] placements of at least [seven weeks or one placement of at least 14 weeks] 35 school days for each certificate title.

(II) ...

(III) ...

[(IV) For the student teaching experience, the candidate shall be credited with at least the number of semester hours required to obtain full-time status at the institution.]

(C) ...

(D) [Limited exemption for certain experienced teachers.

(I) Qualifying for the limited exemption: A candidate who is enrolled in a graduate-level program leading to certification in one or more certificates shall be exempt from the clock hour requirements for clinical experiences set forth in subitem (ii)(b)(2)(ii)(A) of this paragraph and from the full semester requirement for student teaching as described in subclause (ii)(b)(2)(ii)(B) of this paragraph if such candidate satisfies one or more of the following conditions:

(1) has completed a New York State registered teacher preparation program prior to enrollment in the graduate-level program and holds an Initial and/or Professional certificate in one or more classroom teacher certificate titles; or

(2) holds National Board certification; or

(3) has demonstrated at least one year of effective teaching under a valid New York State or out-of-state teaching license or certificate. The candidate shall provide to the program written documentation from his or her supervisor(s), principal(s), or employing school district's human resources officer, documenting completion of at least one year of effective teaching.

(II) Requirements for candidates who qualify for the limited exemption:

(1) For each certificate title sought, such candidates shall complete at least 50 clock hours of student teaching or practica, unless otherwise prescribed in section 52.21(b)(3).

(2) Such experiences must include a focus on the applicable program-specific pedagogical core requirements for that certificate title prescribed in section 52.21(b)(3).

(3) Such student teaching or practica must occur with actual students in educational settings appropriate to the certificate title sought.

(E)] Requirements for university-based teacher educators and school-based teacher educators.

(I) ...

(II) ...

(III)...

(iii) For registered residency programs:

(A) ...

(I) ...

(II) ...

(III) The certified school-based teacher educator shall have official responsibility for the class during the residency placement(s) for the certificate(s) sought.

(IV) ...

(V) ...

[(VI) For the residency, the candidate shall be credited with at least the number of semester hours required to obtain full-time status at the institution.]

(B) ...

(C) ...

(iv) Limited exemption for certain experienced teachers.

(I) Qualifying for the limited exemption: A candidate who is enrolled in a graduate-level program leading to certification in one or more certificates shall be exempt from the clock hour requirements for clinical experiences set forth in item (ii)(b)(2)(i) and subitem (ii)(b)(2)(ii)(A) of this paragraph and from the length of the student teaching experience as described in item (ii)(b)(2)(i) and subitem (ii)(b)(2)(ii)(B) of this paragraph if such candidate satisfies one or more of the following conditions:

(1) has completed a New York State registered teacher preparation program prior to enrollment in the graduate-level program and holds an Initial and/or Professional certificate in one or more classroom teacher certificate titles; or

(2) holds National Board certification; or

(3) has demonstrated at least one year of effective teaching under a valid New York State or out-of-state teaching license or certificate. The candidate shall provide to the program written documentation from his or her supervisor(s), principal(s), or employing school district's human resources officer, documenting completion of at least one year of effective teaching.

(II) Requirements for candidates who qualify for the limited exemption:

(1) For each certificate title sought, such candidates shall complete at least 50 clock hours of student teaching or practica, unless otherwise prescribed in section 52.21(b)(3).

(2) Such experiences must include a focus on the applicable program-specific pedagogical core requirements for that certificate title prescribed in section 52.21(b)(3).

(3) Such student teaching or practica must occur with actual students in

educational settings appropriate to the certificate title sought.

(v) The clinical experiences shall:

(A) ...

(B) ...

(C) ...

(D) ...

(E) ...

[(v)] (vi) Upon written application by the institution, the commissioner may grant a time-limited approval for an alternate model for clinical experiences, field experiences, and college-supervised student teaching, residencies, or practica, as applicable, provided that the institution adequately demonstrates the success or potential success of such model, including through the use of research.

[(vi)] (vii) In the case of alternate models that include college-supervised student teaching, residencies, or clinical experiences conducted when a candidate is employed by a school district or BOCES under a pre-professional teaching assistant certificate pursuant to Part 80 of this Title, the institution and employing school district or BOCES will provide candidate(s) holding such certificate with the same and/or similar student teaching or clinical experience as required under this section while employed at the school district or BOCES. No approval from the commissioner is required for such alternate models nor shall they be time limited.

[(vii)] (viii) Other options for candidates holding another classroom teaching certificate to meet the student teaching, residency, or practica requirement are set forth in the teacher certification requirements of this Title for the particular certificate title.

4. Clause (b) of subparagraph (i) of paragraph (3) of subdivision (b) of section

52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require field experiences and 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, 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)(b)(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;

(3) for registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with children in each of the

three early childhood groups, pre-kindergarten, kindergarten, and grades 1 through 2, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

5. Clause (b) of subparagraph (ii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require field experiences and student-teaching experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6. The time requirements for field experience, student teaching, and practica of item (2)(ii)(b)(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, practica, or student teaching with students in childhood education, including experiences in both childhood education settings;

(3) for registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both childhood education settings, grades 1 through 3 and grades 4 through 6, in accordance with the

requirements in subclause (b)(2)(ii)(b)(2) of this section.

6. Clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require student-teaching experiences in both middle childhood settings, grades 5 through 6 and 7 through 9 for programs with at least two 20-day student-teaching experiences; and 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)(b)(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;

(3) for registered programs with [students] candidates who first enroll in the Fall [2023] 2024 semester and thereafter, the program shall require the combination of

clinical experiences to provide candidates with experiences in both middle childhood settings, grades 5 through 6 and 7 through 9, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

7. Clause (b) of subparagraph (iv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require student-teaching experiences in both adolescence education settings, grades 7 through 9, and grades 10 through 12 for programs with at least two 20-day student-teaching experiences; and 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)(b)(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;

(3) for registered programs with [students] candidates who first enroll in the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in both adolescent education settings, grades 7 through 9 and grades 10 through 12, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

8. Clause (b) of subparagraph (v) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require 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 20-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)(b)(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;

(3) for registered programs with [students] candidates who first enroll in the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences of the special subject in both settings, pre-kindergarten through grade 6 and grades 7 through 12, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

9. Clause (b) of subparagraph (vi) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core.

(1) ...

(2) ...

(3) ...

(4) For registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require 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 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 7 through 9 and grades 10 through 12; or for all grades, prekindergarten through grade 6 and grades 7 through 12. The time requirements for field experience, student teaching, and practica of item (2)(ii)(b)(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 experience 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;

(5) For registered programs with [students] candidates who first enroll in the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students with disabilities across the age/grade range of the student developmental level(s) of the certificate, including pre-kindergarten through grade 6 and grades 7 through 12 for programs in all grades, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section

10. Clause (b) of subparagraph (vii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In addition to meeting the general requirements for the pedagogical core prescribed in clause (2)(ii)(b) 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)(3) of this

paragraph; and specialized knowledge, understanding, and skills for teaching deaf or hard-of-hearing students that include, but need not be limited to:

(1) ...

(2) for registered programs with [students] candidates who enroll prior to the Fall [2023] 2024 semester, the program shall require 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)(b)(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 experience and at least 20 days of practica or student teaching with students who are deaf or hard of hearing;

(3) for registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are deaf or [hardof- hearing] hard-of-hearing, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

11. Clause (b) of subparagraph (viii) of paragraph (3) of subdivision (b) of

section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(b) 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)(3) 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) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require 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)(b)(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;

(3) for registered programs with [students that] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students who are blind or visually impaired, including experiences at each of the four developmental levels: early childhood, childhood, middle childhood, and adolescence, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

12. Clause (b) of subparagraph (x) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In addition to meeting the general requirements prescribed in clause (2)(ii)(b) of this subdivision, the pedagogical core shall focus on teaching English to speakers of other languages and include, but need not be limited to:

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require field experiences and student teaching with students learning English as a new language in both elementary and secondary schools. The time requirements for field experience, student teaching, and practica of item (2)(ii)(b)(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 with students learning English as a second language; and practica or student teaching with students learning English as a second language

in both elementary and secondary schools totaling at least 20 days;

(3) for registered programs with [students that] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences with students learning English as a new language in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section

13. Clause (b) of subparagraph (xii) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students that] candidates who first enroll students prior to the Fall [2023] 2024 semester, the program shall require 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 one student-teaching experience in grades 10, 11, and/or 12. The time requirements for field experience, student teaching, and practica of item (2)(ii)(b)(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;

(3) for registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences at two different grade levels, and shall require the student teaching experience to be in grades 10, 11, and/or 12, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

14. Clause (b) of subparagraph (xiv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students that] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools; and for programs with one practicum, combined field experiences, and practicum in both elementary and secondary schools.

(3) for registered programs with [students] candidates who first enroll for the Fall [2023] 2024 semester and thereafter, the program shall require the combination of

clinical experiences to provide candidates with experiences in both elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section[, and shall require at least two full-time practica of at least seven weeks each in elementary and secondary schools].

15. Clause (b) of subparagraph (xv) of paragraph (3) of subdivision (b) of section 52.21 of the Regulations of the Commissioner of Education is amended to read as follows:

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

(1) ...

(2) for registered programs with [students] candidates who first enroll prior to the Fall [2023] 2024 semester, the program shall require at least 100 clock hours of field experiences in elementary and secondary schools and at least two college-supervised practica of at least 20 days each in elementary and secondary schools. 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 hours of field experiences or practica in elementary and/or secondary schools;

(3) for registered programs with [students] candidates who first enroll for the Fall

[2023] 2024 semester and thereafter, the program shall require the combination of clinical experiences to provide candidates with experiences in elementary and secondary schools, in accordance with the requirements in subclause (b)(2)(ii)(b)(2) of this section.

16. Clause (b) of subparagraph (iv) of paragraph (2) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) Candidates who apply for a certificate prior to September 1, [2027] 2028 shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher.

(2) Candidates who apply for a certificate on or after September 1, [2027] 2028 shall satisfactorily complete [14 weeks of full-time] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section [52.21(b)(2)(ii)(c)(2)] 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days].

(3) ...

17. Item (ii) of subclause (2) of clause (b) of subparagraph (iv) of paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(ii) Literacy (all grades) certificate.

(a) Candidates who apply for a certificate prior to September 1, [2027] 2028, shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. In addition, the candidate shall satisfactorily complete college-supervised practica, as defined in section 52.21(b)(2) of this Title, of at least 50 clock hours in teaching literacy to students across the grade range of the student developmental levels of the certificate, including pre-kindergarten through grade 4 and grades 5 through 12. One year of paid, satisfactory, full-time experience as a literacy teacher at the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a literacy teacher in a New York State public school must be in accordance with the commissioner's regulations.

(b) For candidates applying for the certificate on or after September 1, [2027] 2028, the candidate shall satisfactorily complete [14 weeks of full-time] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. In addition, the candidate shall satisfactorily complete college-supervised practica, as defined in section 52.21(b)(2) of this Title, of at least 50 clock hours in teaching literacy to students across the grade range of the student developmental levels of the certificate, including pre-kindergarten through grade 4 and grades 5 through 12. One year of paid, satisfactory, full-time experience as a literacy teacher at the elementary

and/or secondary level may be accepted in lieu of the practicum in literacy when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a literacy teacher in a New York State public school must be in accordance with the commissioner's regulations.

18. Clause (b) of subparagraph (xii) of paragraph (3) of subdivision (a) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Pedagogical core. In lieu of meeting the pedagogical core requirements in subparagraph (2)(iv) of this subdivision, the candidate shall complete pedagogical coursework prescribed in subclause (1) of this clause and the practicum prescribed in subclause (2) of this clause.

(1) ...

(2) Practicum. For candidates applying for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete a college-supervised practicum, as defined in section [52.21(b)(1)] 52.21(b)(2) of this Title, providing library services, of [20 school days in an elementary school and 20 school days in a secondary school] at least 40 school days, or its equivalent, in an elementary and/or secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or secondary level may be accepted in lieu of the college-supervised practicum in library media when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

(3) Clinical experience. For candidates applying for a certificate on or after

September 1, [2027] 2028, the candidate shall satisfactorily complete a practicum, as defined in section 52.21(b)(2) of this Title, providing library services, of [7 weeks full-time in an elementary school and 7 weeks full-time in a secondary school] at least 70 school days, or its equivalent, in an elementary and/or secondary school. One year of paid, satisfactory, full-time experience as a library media specialist on the elementary and/or secondary level may be accepted in lieu of the practicum in library services when such experience is verified by the employing school district administrator. To satisfy this requirement, any experience as a library media specialist in a New York State public school must be in accordance with the commissioner's regulations.

19. Clause (b) of subparagraph (iii) of paragraph (2) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, [2027] 2028, the candidate shall satisfactorily complete [14 weeks, full-time,] 70 school days,

or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

20. Clause (b) of subparagraph (iii) of paragraph (3) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates applying for a certificate on or after September 1, [2027] 2028,

the candidate shall satisfactorily complete [14 weeks of full-time,] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

21. Clause (b) of subparagraph (iv) of paragraph (4) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the

appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, [2027] 2028, the candidate shall satisfactorily complete [14 weeks, full-time,] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

22. Clause (b) of subparagraph (iv) of paragraph (5) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates applying for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the

employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, [2027] 2028, the candidate shall satisfactorily complete [14 weeks of full-time,] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[, provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

23. Clause (b) of subparagraph (v) of paragraph (6) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates who apply for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the

candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, [2027]_ 2028, the candidate shall satisfactorily complete [14 weeks of full-time,] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

24. Clause (b) of subparagraph (iv) of paragraph (8) of subdivision (b) of section 80-3.7 of the Regulations of the Commissioner of Education is amended to read as follows:

(b) Teaching experience.

(1) For candidates who apply for a certificate prior to September 1, [2027] 2028, the candidate shall satisfactorily complete 40 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or as an employed teacher. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to

the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

(2) For candidates who apply for a certificate on or after September 1, [2027]. 2028, the candidate shall satisfactorily complete [14 weeks of full-time,] 70 school days, or its equivalent, in a college-supervised student teaching experience, as defined in section 52.21(b)(2) of this Title, or [70 full-time school days or 140 at least half-time school days as a paid,] as an employed teacher[; provided that such paid employment experience must include at least one continuous period of no fewer than 35 days]. Such experience must be in a school at one or more of the grade levels within the range of grades covered by the certificate sought and related to the subject area of the certificate sought. For experience as an employed teacher, the candidate shall submit a statement verifying the period of employment from the employing school district administrator in the case of a public school and the appropriate school administrator in the case of a nonpublic school.

ASSESSMENT OF PUBLIC COMMENT

Since publication of the Notice of Revised Rule Making in the State Register on March 1, 2023, the State Education Department (Department) received the following comment on the proposed amendment:

1. COMMENT: Two commenters expressed concern with the proposal to change the length of student teaching from 14 weeks to 70 days because, according to their calculations, the current student teaching structure at their institution would not be in regulatory compliance given the number of holidays in most New York State (NYS) school calendars. They explain that the number of holidays in the fall results in approximately 6 “partial” weeks (usually 4-day weeks), many schools in the spring have at least two full weeks of break (10 days) along with religious holidays in some districts, and this does not include any unplanned closure days for weather or other emergencies.

The commenters believe that it is appropriate to count four-day or three-day weeks as weeks toward student teaching and note that 14 weeks of student teaching does not translate into 70 days because this calculation assumes that all school weeks are five-day weeks. They note that none of the States contiguous with NYS define the length of student teaching in days and that four of these neighboring States require fewer weeks (or the equivalent days or hours) than NYS.

The commenters indicated that the proposal would almost certainly require their institution to extend the student teaching semester beyond their academic calendar, which would, they assert, lead to the Registrar’s Office needing to create a separate calendar for student teachers. Additionally, the commenters assert that management

would have to re-negotiate labor contracts and/or performance expectations for faculty and student teaching supervisors who work outside the campus' typical academic calendar. One of the commenters opines that the grade submission system and other administrative systems would need to change, while the other commenter asserts that Residential Life would have to create special moving dates for student teachers living on campus.

One commenter states that extending the length of student teaching represents a significant challenge to students' ability to work during the course of their education. The commenter further indicates that school partners would have to change expectations for cooperating teachers, including their time commitment and any compensation or recognition. The other commenter explains that their institution allows student teachers to perform limited substitute teaching, which does not count as student teaching days and would no longer be possible with 70 student teaching days because every day of the student teaching experience would need to be a student teaching day.

The commenters request:

- Keep the unit of measure of the length of student teaching in weeks and explicitly allow for partial weeks in this count if needed.
- Reduce the number of weeks of student teaching from 14 weeks. One commenter suggests 12 or 13 weeks to align with neighboring states and accommodate the many different structures of student teaching across programs. The other commenter suggests 12 weeks to align with neighboring states as well as provide flexibility in unpredictable times and allow for limited substitute teaching.
- Reduce, if deemed necessary for student teaching to be measured in days,

the number of days to 60 for full semester placements or to two placements of 30 days each in consideration of partial weeks and unexpected school closures as well as the variety of student teaching configurations.

The commenters present two additional factors for the Department's consideration. First, all NYS educator preparation programs must be nationally accredited and held accountable for the quality of their student teaching experiences through a process that looks far beyond the length of that experience. Second, while state-wide discussions regarding the length of student teaching began well before the pandemic, the context of schools and teacher preparation has become more complicated and pronounced since that time. They further contend that creating a minimum length of student teaching may cause some programs to focus on counting days and detract attention from the goals of creating high-quality student teaching experiences and recruiting, preparing, and retaining high-quality teachers.

DEPARTMENT RESPONSE: The academic calendar at institutions of higher education varies across the state. If 70 school days cannot be achieved within the institution's calendar, the regulation provides flexibility to include P-12 school holidays during the student teaching experience to reach 70 school days. The Department notes that school holidays (e.g., Labor Day, Veteran's Day) are different from P-12 school breaks (e.g., winter and spring breaks).

With respect to unplanned closure days for weather or other emergencies, the proposed regulation does not affect the discretion of institutions of higher education to decide, within reason, if a student teacher will be required to make up days that they miss due to unplanned closure days.

The Department believes that the length of the student teaching experience

should not be reduced to 12 weeks or 60 days, which is two weeks or 10 days fewer than the current requirement and proposal, respectively, to ensure that teacher candidates have a sufficient student teaching experience that will prepare them for their future classroom. No changes to the proposed amendment are necessary.

ASSESSMENT OF PUBLIC COMMENT

Since publication of the Notice of Proposed Rule Making in the State Register on October 19, 2022, the State Education Department (Department) received the following comment on the proposed amendment. These comments were previously published as part of the February 2023 Regents item.

1. COMMENT: Five commenters employed by the same institution of higher education expressed concerns regarding the proposed change in the length of the student teaching experience from 14 weeks to 70 school days. Some commenters stated that there are not 70 school days in a college semester at many institutions due to holidays; there are between 64 and 66 actual school days, depending on the district. However, they could meet this requirement if the week of Thanksgiving could qualify as five of the 70 days.

DEPARTMENT RESPONSE: The proposed length of the student teaching placement is, “at least 70 school days, or its equivalent, in an educational setting, and in alignment with the daily schedule and annual calendar of that educational setting.” The academic calendar at institutions of higher education varies across the state. If 70 school days cannot be achieved within the institution’s calendar, there is flexibility to include P-12 school holidays during the student teaching experience in order to reach 70 school days. Please note that school holidays (e.g., Labor Day, Veteran’s Day) are considered different from P-12 school breaks (e.g., winter and spring breaks). No changes to the proposed rule are necessary.

2. COMMENT: The commenter supported the proposed changes, which provide flexibility for students and programs. They noted that their institution of higher education

has a 14-week student teaching placement, and student teachers are not required to make up days if there are snow days or if a student teacher cannot teach for a day or two due to illness. Additionally, when there are school holidays, their institution considers the four-day week as a “week” of student teaching.

The commenter indicated that the proposed change of the length of the student teaching experience from 14 weeks to 70 days would require them to have their student teachers makeup days that they miss due to snow days, holidays, or short-term illness, which may extend their student teaching experience and make candidates’ end dates less predictable. The commenter also shared that their institution interprets “full-time” as synonymous with “full-day” and wants to ensure that student teachers get the equivalent of full-day teaching experiences.

DEPARTMENT RESPONSE: With respect to snow and sick days, the proposed regulation does not affect the discretion of institutions of higher education to decide, within reason, if a student teacher should or should not make up days that they miss due to snow days and sick days.

With respect to the length of a student placement, see the response above to comment 1.

With respect to the use of “full-time,” the proposed amendment removes the requirement that the student teaching experience must be “full-time.” As a result, institutions have the discretion to decide how student teachers will meet the 70-day requirement, depending on their local context. No changes to the proposed rule are necessary.