



The School of Education as an Educator Preparation Provider (EPP)

Clinical and Professional Practice Guidebookⁱ

A Clinical Experience Guide for Teacher Candidates in Initial Certification Programs at the Undergraduate and Graduate Level

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This Guidebook provides a resource for navigating the professional and clinical paths in teacher education programs within the School of Education as part of an Educator Preparation Provider (EPP). While the policies and guidelines outlined here establish a shared framework for our clinical experiences, candidates are advised to seek specific guidance from their individual program regarding clinical and professional practice requirements.

Part One provides a thorough overview of the clinical and professional experiences offered through our teacher preparation programs. It explores the core principles, various types of experiences, and related competencies. Additionally, it clarifies the roles and responsibilities of key stakeholders, including teacher candidates, school-based teacher educators, faculty, and our school and community partners.

In Part Two, teacher candidates receive detailed guidance on the policies and procedures related to their program's culmination: the final clinical experience. This section begins with a brief explanation of the terminology used throughout the Guidebook. It then outlines the requirements candidates must meet before starting their final clinical experience. Additionally, clear instructions are provided on how to fulfill these requirements, including the submission process for the EPP Central Student Teaching Application.

PART I

Overview of the School of Education as an Educator Preparation Provider

The mission of the Queens College School of Education as an Educator Preparation Provider (henceforth referred to as EPP) is to offer a progressive education that prepares the next generation of educators to become prominent members of an increasingly global, diverse, and inclusive society. The School of Education is guided by our shared commitment to advancing the core principles of Equity, Excellence, and Ethics.

- Equity: Creating equitable practices that combat all forms of discrimination and bias—individual, institutional, and systemic—drives our efforts to foster an environment of trust and collaboration where everyone feels respected and included.
- Excellence: Excellence in education guides our work as we reflect in our learning communities, collaborate, and use education to transform, build knowledge, pursue shared goals, and deepen self-awareness.
- Ethics: Ethics shapes our commitment to create more just and caring spaces that propose new possibilities for an inclusive world.

These principles form the foundation of the School of Education's Conceptual Framework. The dedication of all programs to develop and ensure that every candidate exemplifies and reflects these Core Values is what unites programs across various disciplines and specialized certification areas.

Overview of Clinical and Professional Practice in the EPP

Education candidates are required to engage in clinical experiences as part of their professional practice in the EPP. Guided by its core values of Equity, Excellence, and Ethics (the 3Es), the EPP aims to support these clinical experiences to ensure that candidates make a positive impact in promoting equitable and socially just practices. Clinical experiences include early fieldwork, student teaching, internships, and practica.

The EPP considers clinical experiences to be progressive, so fieldwork builds on candidates' coursework and culminates in a final experience such as student teaching, an internship, or practicum. To provide a diverse range of clinical experiences across different grade levels, our candidates are placed in over 300 schools, organizations, and community partners, most of which are located throughout Queens and Long Island.

Principles of Clinical and Professional Experiences

Clinical experiences in the EPP are guided by four principles (see Figure 1).

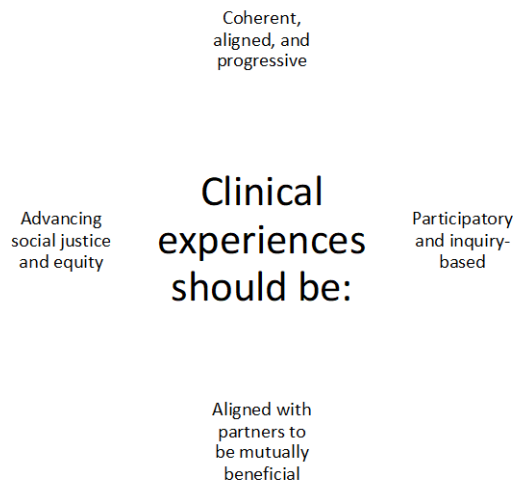


Figure 1. Guiding Principles for Clinical Experiences.

Coherent, Aligned, and Progressive Experiences

EPP clinical experiences are carefully organized to provide candidates with a structured pathway of increasing educational duties, supported by systems that enhance their learning, confidence, and readiness for success. Starting early in fieldwork, professional experiences help candidates build relationships both inside and outside the classroom. As candidates advance in their program, their final clinical experiences create clear links between content, teaching methods, theory, and actual teaching practice, supported by relevant and meaningful assignments for the candidates and the host schools. Throughout this process, program instructors and school-based educators communicate effectively about changing responsibilities and expectations, ensuring transparency and clarity in the candidate's professional growth.

Participatory, Community-Engaged, and Inquiry-Based

Clinical experiences provide candidates with valuable opportunities to learn the art of teaching through hands-on work with children, families, and community members. These experiences promote a culture of risk-taking in their professional practices. Candidates are encouraged to engage in thoughtful self-exploration and critical reflection, aiming to deepen their understanding of what it means to be an educator and to build a meaningful connection between their identity as a teacher, their unique personality, strengths, biases, perceptions, and the students they serve.

Advancing Social Justice and Equity

Academic and professional experiences prepare candidates to teach with a strong focus on social justice and equity. This mindset requires candidates to advocate for and actively promote fair access to educational opportunities, examine the educational and societal systems they are part of to improve the quality of education for all students, and support their future learners in doing the same. Teaching for social justice and equity also involves educators engaging in continuous learning alongside others, addressing the diverse needs of students and families, and ensuring that everyone within the school community feels a sense of belonging in classrooms and schools. To build and maintain these meaningful relationships, academic and professional experiences equip candidates to

be socially aware and provide them with the tools to foster self-respect, love, friendship, and empathy in their students.

Aligned with Partners and Mutually Beneficial

The EPP and community- and school-based partners—including community and cultural institutions, cooperating teachers, school administration, and other school-based educators—play a key role in developing future teachers. Maintaining the EPP’s consistent and mutually beneficial relationships with clinical partners is essential for providing high-quality and effective clinical experiences for our candidates. By keeping regular and transparent communication with our clinical partners (at least once per semester), we can jointly evaluate important aspects of our partnership. These include, but are not limited to, the selection of cooperating teachers, preparation and professional development of school-based educators, the process for selecting and placing candidates, the expectations for candidate learning, candidate professional experience course assignments, policies about candidate behavior and conduct, and other factors that influence the candidate experience. A core part of our partnership is supporting the ongoing growth and improvement of school and community partners, whether through offering professional development in effective candidate mentorship or education leadership, aiding in teacher recruitment, or addressing specific partner needs.

An Integrated Model of Clinical Experiences

The EPP promotes an integrated model of clinical experiences aligned with the Guiding Principles (see Figure 2). This model starts with a clear sequence of field experiences that develop into a culminating student teaching or practicum experience in a field setting. This structure reflects the guiding principle that clinical programs be Coherent, Aligned, and Progressive. The other guiding principles (Participatory and Inquiry-Based, Advancing Social Justice and Equity, and Aligned with Partners and Reciprocal) should be incorporated into each stage of the progression.



Figure 2. Example of an integrated model of clinical experiences.

In the first step of the model, candidates engage in a community-based experience that offers an opportunity to work within the broader community (outside of a P-12 school setting) to build relationships with children and youth, understand the role of family and community in learning, and explore the broader contexts of learning and development that influence children and youth in schools. Candidates will be asked to conduct observations and interviews, reflect on their biases, and develop classroom practices based on families’ and communities’ funds of knowledge.

In the second step of the model, candidates engage in research-based experiences that offer opportunities to learn about and discuss current research in their field, make connections between research and practice, and pursue research and inquiry in community- and classroom-based settings. These activities help candidates link foundational ideas and theories in their discipline to the practice of teaching and working with children and youth. Candidates will be asked to conduct observations and interviews, reflect on their biases, conduct research, and develop and implement research-based practices that meet fieldwork competencies.

In the final stage, model candidates take part in a school-based student teaching or practicum experience that complies with the New York State Education Department regulations for clinical experiences (<https://www.nysed.gov/college-university-evaluation/revised-student-teaching-regulations>). This experience provides ongoing and meaningful opportunities to practice teaching in the field, build relationships with children and youth in the classroom or other professional settings, learn from a supportive mentor, engage in active inquiry into teaching practices, and develop an identity as a teacher or education professional.

Types of Clinical and Professional Experiences

Program Fieldwork

New York State defines clinical experiences as:

An experience where candidates work in educational settings, or with community-based organizations, when appropriate, and engage in the pedagogical work of the profession of teaching, closely integrated with educator preparation coursework and supported by partnering institutions. Clinical experiences may include, but are not limited to, field experience placements, student teaching, practica, and limited virtual and/or simulated experiences.ⁱⁱ

NYS-registered initial education programs at the undergraduate and graduate levels are required to include at least 100 clock hours of field experiences related to coursework before student teaching or practica. Of these, at least 15 hours must be dedicated to understanding the needs of students with disabilities.

The purpose of fieldwork in all education programs within the EPP is to develop dispositions and competencies that prepare candidates for their final clinical experiences. Fieldwork takes place in foundation and method courses, which are taken early in candidates' education. The EPP aims to design programmatic fieldwork that aligns with a coherent sequence of project-based and community-engaged activities of sufficient depth and duration, preparing candidates for advanced experiences in teacher preparation. These experiences help them become future leaders and active citizens in an increasingly global, diverse, and inclusive society.

Final Clinical Experience: Student Teaching/Internship/Practica

NYS defines student teaching as:

Student teaching means a structured, college-supervised learning experience for a student in a teacher education program in which the student teacher practices the skills being learned in

the teacher education program and gradually assumes increased responsibility for instruction, classroom management, and other related duties for a class of students in the certificate sought. These skills are practiced under the direct supervision of the certified teacher who has official responsibility for the class.ⁱⁱⁱ

NYS-registered initial education programs must include a student teaching experience of 70 days in an educational setting, aligned with that setting's daily schedule. Candidates pursuing more than one certificate title may complete at least 35 days of placement for each certificate.

NYS defines practica as:

Practica means structured, college-supervised learning experiences for a student in a teacher education program in which the student teacher practices the skills being learned in the teacher education program through direct experiences with individual students or with groups of students^{iv}.

An “internship” is defined as the student teaching experience (or its equivalent) in teacher preparation programs, the full-time leadership experience in educational leadership programs, and the internship in school counselor and school psychology programs.

Education programs in the EPP culminate in final clinical experiences, such as student teaching, internships, or practica. These experiences offer ongoing and meaningful opportunities to practice as a teacher or professional, build relationships with children and youth in the classroom or other settings, learn from a supportive mentor, engage in active inquiry into teaching practices, and develop a professional identity in the field.

Clinical Competencies

This part of the Guidebook focuses on the clinical competencies essential for educators striving to succeed in various educational settings. These competencies align with the EPP's core values, expressed in the 3Es (Equity, Excellence, and Ethics), and also strongly connect with the principles of the New York State Culturally Responsive-Sustaining Education Framework. This framework highlights four key principles: creating a welcoming and affirming environment, designing inclusive curriculum and assessment strategies, fostering high expectations and rigorous instruction, and supporting ongoing professional learning and growth. These principles are reflected in the EPP's Clinical Competencies.

Clinical Competency 1

Candidates will identify and experience elements of inclusive and welcoming spaces that foster trust and collaboration, helping everyone feel respected and included. These spaces include, but are not limited to, home, school, and other public and community-based areas. They promote a culture of respect and dignity where all cultural identities (i.e., race, ethnicity, age, gender, sexual orientation, disability, language, religion, socioeconomic background) are affirmed and valued.

This competency can be met through fieldwork in home and community settings by:

- Articulating sociocultural and historical understandings of education, delineating major philosophical, sociological, and ethical matters in educating youth.
- Engaging in family and community contexts that foster the candidates' capacities to more fully understand the students' cultures, goals, and learning preferences.
- Developing relationships with families and the community outside of the classroom setting.

This competency can be met through fieldwork in school-based settings by:

- Articulating sociocultural and historical understanding of education, delineating major philosophical, sociological, and ethical matters in educating youth.
- Assessing the physical environment of the classroom and school to determine whether a variety of diverse cultures, languages, orientations, and identities are reflected, represented, and valued.
- Promoting a variety of perspectives that represent the diversity of the state of New York beyond designated icons, historical figures, months and holidays.
- Participating in the review of school and district policies (codes of conduct, curriculum reviews, community engagement, etc.).
- Identifying and addressing implicit biases in the school and community environment.

This competency can be met through final clinical experiences in school-based settings by:

- Fostering a classroom learning environment grounded in mutual respect and high expectations for all learners, upholding the principles of equity and curricula inclusivity.
- Creating lessons that reflect sociocultural and historical understandings of education, delineating major philosophical, sociological, and ethical matters in educating youth.
- Helping design the classroom's physical environment to ensure a variety of diverse cultures, languages, orientations, and identities are reflected, represented and valued.

- Helping create a classroom learning environment that promotes a variety of perspectives that represent the diversity of the state of New York beyond designated icons, historical figures, months, and holidays.
- Creating lessons that reflect an awareness of and sensitivity to implicit biases in the school and community environment.
- Attending community events to gather insight into students' cultures, goals, and learning preferences.
- Helping to organize community events, when possible, to foster relationships with families and the community outside of the classroom setting.
- Attending professional development and other school meetings available for teachers at the host site that address school and district policies (e.g., codes of conduct, curriculum reviews, community engagement, etc.).

Clinical Competency 2

Candidates will identify, experience, and develop inclusive curriculum and assessment tools to enhance learning in communities, using education to transform lives, build knowledge, achieve goals, and foster self-awareness.

This competency can be met through fieldwork in home and community settings by:

- Participating in community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and community centers, to foster cultural understanding and connections to the surrounding community.
- Engaging with families and community members to gather insight into students' cultures, goals, and learning preferences. Subsequently, such insights can be used to develop culturally diverse practices using a critical lens to meet the needs of all learners.
- Identifying the impactful social and cultural influences on human development and learning.

This competency can be met through fieldwork in school-based settings by:

- Appraising and applying culturally diverse, developmentally appropriate practical components and theories and recognizing implementation using a critical lens.
- Identifying the different social and cultural influences on human development and learning for all learners. Attention is paid to identifying the historical development of special education policy, the types of learning differences and categories of disabilities, and the IEP process, inclusive classrooms and techniques for differentiated learning.
- Experiencing and reflecting on various mediums of expression (e.g., visual arts, music, movement, dance and drama) and their impact on learning.
- Infusing traditional content with multimedia and educational technology (e.g., digital fluency, critical digital literacy, computational thinking) to learn and assess through equity lenses that include universal design, accessibility, and cultural and historical responsiveness.
- Identifying and applying formative assessment strategies in planning curriculum and instruction for students within specific content areas such as SS, Math, Science, Literacy, and the Arts.

This competency can be met through final clinical experiences in school-based settings by:

- Designing lessons that infuse the implementation of culturally diverse and developmentally appropriate practice components and theories.
- Creating an inclusive learning environment in the classroom that reflects attention and commitment to meeting the needs of various learners, as well as the implementation of differentiated instruction.
- Providing students access to various mediums of expression (e.g., visual arts, music, movement, dance, and drama) and their impact on learning.
- Creating lessons that infuse traditional content with multimedia and educational technology (e.g., digital fluency, critical digital literacy, computational thinking) to learn and assess through equity lenses that include universal design, accessibility, and cultural and historical responsiveness.
- Selecting and creating learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.
- Developing sequential learning experiences that provide multiple entry points into the lesson so that students can make meaning of new concepts in the content area in multiple ways connected to real-world situations.
- Applying formative assessment strategies in planning curriculum and instruction for students in specific content areas such as SS, Math, Science, Literacy, and the Arts.
- Providing feedback that has a positive impact on learners and elevates their learning.

Clinical Competency 3

Candidates will cultivate a mindset that promotes high expectations and rigorous instruction to ensure all students can learn. They will also develop their ability to create democratic spaces that foster new possibilities for making the world more just and inclusive.

This competency can be met through fieldwork in home and community settings by:

- Reflecting on implicit biases about families and communities to understand how such biases might impact the candidates' expectations for student achievement or the decisions they make in the classroom. Considering the steps candidates can take to address their biases and their impact on students.
- Learning from families and community members to understand their expectations about learning (e.g., using the home language, reading with or monitoring, independent reading).

This competency can be met through fieldwork in school-based settings by:

- Reflecting on implicit biases about families and communities to understand how such biases might impact the candidates' expectations for student achievement or the decisions they make in the classroom. Considering the steps candidates can take to address their own biases and their impact on students.
- Identifying aspects of and create rigorous instruction that supports all students regardless of identity markers, including race, gender, sexual orientation, language, ability, and economic background.
- Identifying and creating alternative achievements that also support academics (e.g., demonstrating growth, leadership, character development, Social Emotional Learning competencies, or school values).

- Identifying and creating opportunities for students to critically examine topics of power and privilege. These can be planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom.
- Exploring how different learning styles in both classwork and homework can support instructional strategies and assignments.
- Engaging in the co-creation of explicit classroom expectations that meet the needs of all students.

This competency can be met through final clinical experiences in school-based settings by:

- Fostering a learning environment in which lessons and decisions reflect the steps that have been taken to address implicit biases that impact expectations for student achievement.
- Creating lessons in which rigorous instruction supports all students regardless of identity markers (e.g., race, gender, sexual orientation, language, ability, and economic background).
- Creating lessons that include support for personal growth, leadership, character development, Social Emotional Learning competencies, or school values.
- Creating lessons that provide opportunities for students to critically examine topics of power and privilege. These can be planned project-based learning initiatives, instructional activities embedded into the curriculum, or discussion protocols used in response to inequity that occurs in the school and/or classroom.
- Creating lessons that incorporate the engagement of different learning styles in both classwork and homework.
- Fostering a democratic classroom environment that provides the space needed for the co-creation of explicit classroom expectations that meet the needs of all students.

Clinical Competency 4

Candidates will actively engage in ongoing professional learning grounded in the idea that teaching and learning are adaptive processes that require constant reexamination (Gay, 2010; Moll, et al., 1992). They will also have opportunities to explore perspectives beyond their own scope and biases.

This competency can be met through fieldwork that addresses the following:

- Identification and application of current and relevant research to support learning.
- Implementation of multiple research-validated teaching and formative assessment strategies in planning curriculum and instruction for students within the full range of abilities in specific content areas such as SS, Math, Science, Literacy, and the Arts.
- Requirement of candidates to engage in professional learning activities as opportunities to better acquaint oneself with the diverse communities in which their students live.
- Requirement of candidates to reflect on implicit biases with attention to identifying and challenging their biases and identifying and addressing implicit biases in the school community.
- Engaging candidates in inquiry groups and professional learning communities with peers and mentors.

This competency can be met in school-based settings by:

- Identification and application of current and relevant research to support learning.
- Implementation of multiple research-validated teaching and formative assessment strategies in planning instruction for students in specific content areas such as SS, Math, Science, Literacy, and the Arts.
- Providing candidates with the opportunity to engage in professional learning experiences to augment their understanding of their learners' communities.
- Requirement of candidates to reflect on implicit biases with attention to identifying and challenging their biases and identifying and addressing implicit biases in the school community.
- Engaging candidates in inquiry groups and professional learning communities with peers and mentors.

Stakeholders' Roles and Responsibilities

Clinical experiences in early fieldwork, student teaching, internships, or practica are deeply valuable learning opportunities where theory meets practice. While early fieldwork is part of foundation and methods courses and supervised by course instructors, student teaching, internships, or practica have two separate yet connected components: a weekly seminar led by a Queens College instructor and a field-based experience with a school-based teacher educator (cooperating teacher) under the supervision of a QC field supervisor. In some programs, the seminar instructor and QC field supervisor are the same person, emphasizing the natural overlap of roles and responsibilities among teacher candidates, seminar instructors, cooperating teachers, and QC field supervisors.

Below is a list of the roles and responsibilities of clinical practice stakeholders as they engage in the EPP's clinical experiences.

Teacher Candidates

The specific roles and responsibilities for teacher candidates include, but are not limited to:

1. Abiding by school policies and enforcing school rules in a professional manner;
2. Maintaining a professional demeanor and dress code that are consistent with Queens College's expectations;
3. Completing all required course assignments aligned with the courses' clinical requirements.
4. Fostering classroom learning communities grounded in mutual respect and high expectations for all learners, upholding the principles of equity and curricula inclusivity;
5. Planning comprehensive and detailed lesson plans, highlighted by the construction of lesson-appropriate goals and objectives as well as a focus on the incorporation of the appropriate NYS, professional, and local standards;
6. Demonstrating awareness of and sensitivity to cultural, linguistic, and ethnic diversity;
7. Managing student behavior and classroom protocols and assisting the cooperating teacher in structuring their classrooms and resources in a way that will optimize student learning and safety;
8. Assisting the cooperating teacher in the practice of teaching as directed by the cooperating teacher while always respecting the cooperating teacher's professional responsibilities and authority in the classroom;
9. Attending teacher education professional development meetings, workshops, and seminars;

10. Working closely with the clinical faculty member to complete performance evaluations promptly;
11. Working with the clinical faculty member to incorporate the use of educational technologies into the practice of classroom teaching;
12. Arriving early and prepared for work; and,
13. Planning and taking responsibility for meeting the requirements for personal transportation and lodging that are associated with fulfillment of the clinical/field experience responsibilities.

School-Based Teacher Educators

The minimum requirements for school-based teacher educators, also called the cooperating teacher, are as follows: (1) at least 3 years of successful teaching experience, (2) rated Effective or Highly Effective based on the school's teacher rating system, and (3) licensed in the student teacher's certification area. In addition to these minimum requirements, preferred qualifications include demonstrated strengths in: (1) positively impacting student learning, (2) providing effective mentorship, and (3) showing professionalism.

The specific roles and responsibilities for cooperating teachers include, but are not limited to:

1. Successfully complete the Queens College Cooperating Teacher Professional Learning or complete an approved training from another institution or the NYC Department of Education specifically for supporting cooperating teachers and student teachers prior to hosting a QC student teacher;
2. Providing student teachers the opportunity to complete the required components of the Queens College Teacher Portfolio Assessment (QCTPA);
3. Being accessible and willing to provide guidance and feedback;
4. Planning instruction that is compatible with what the teacher candidate learned or is learning in their teacher education courses;
5. Allowing the teacher candidate to implement some of the methods they learned about in their teacher education courses;
6. Helping the teacher candidate learn to differentiate instruction and to use a variety of assessment tools to assess student learning;
7. Supporting and allowing the candidate to teach independently for a significant period of time;
8. Modeling how to effectively communicate with parents/guardians;
9. Helping the teacher candidate navigate the school system;
10. Modeling professional and ethical practices;
11. Creating a plan for involving the teacher candidate in all aspects of the teaching process, including but not limited to:
 - a. Developing activities and lesson plans;
 - b. Leading classroom instruction;
 - c. Integrating educational technologies into classroom instruction;
 - d. Demonstrating respect for all students;
 - e. Demonstrating awareness of and sensitivity to cultural, linguistic, and ethnic diversity;
 - f. Using variations in teaching techniques to accommodate different learning styles;
 - g. Assessing student performance;
 - h. Properly applying classroom management techniques;

- i. Enforcing school policies and appropriately administering disciplinary measures;
 - j. Conducting parent conferences;
 - k. Participating in staff meeting and administrative planning sessions;
 - l. Supervising/facilitating extra-curricular activities; and
 - m. Working for productive community relations.
12. Working closely with the clinical faculty member to:
- a. Ensure that the teacher candidate's experience is both comprehensive and educational;
 - b. Keep the teacher candidate informed about their performance;
 - c. Give the teacher candidate timely and constructive feedback on observed weaknesses and provide constructive suggestions for improvement; and
 - d. Evaluate the teacher candidate's level of content knowledge and their competence in the demonstration of teaching skills.

University Faculty

Clinical faculty members supervise clinical programs that support undergraduate and graduate pre-service candidates. Their responsibilities include, but are not limited to:

- 1. Coordinating pre-service teachers' student teaching placements, ensuring that the candidates are placed in diverse and varied settings, while obtaining a socio-educational experience which is challenging and robust;
- 2. Provide support and mentor to student teachers and school-based educators for the QCTPA;
- 3. Maintaining current partnerships with New York City Public Schools in Queens, while also fostering and maintaining collaborations with accredited placement sites in New York City and on Long Island (e.g., public schools, charter schools, private schools, and community-based organizations);
- 4. Serving as the initial and primary point person for all school administrators, school office staff, and cooperating teachers for student teaching, practicum, or internship placements; and,
- 5. Having a presence in schools to support our teacher candidates, clinical supervisors, and school-based educators;
- 6. Collaborating with school leaders to ensure that candidates receive classroom experiences grounded in the principles aligned with the mission and conceptual framework of the QC EPP.

The responsibilities in program fieldwork of EPP faculty members are, but are not limited to the following:

- 1. Aligning clinical experiences with the mission and conceptual framework of the EPP and the course content; and,
- 2. Ensuring that candidates meet the clinical competencies as part of their clinical experiences.

The responsibilities in final clinical experiences of EPP faculty members are, but are not limited to, the following:

- 1. Aligning clinical experiences with the mission and conceptual framework of the EPP and the course content;
- 2. Ensuring that candidates meet the clinical competencies as part of their clinical experiences;

3. Working with the teacher candidate to resolve matters related to their roles and responsibilities;
4. Conducting informal and formal observations and evaluations of the candidates' teaching during the student teaching semester;
5. Working with the clinical professors to ensure that programmatic requirements for candidates' clinical experiences are being met; and
6. Working with the cooperating teacher and/or the school administrator on matters related to the teacher candidate's placement, performance, assignments, and evaluations.

School and Community-Based Partners

The responsibilities for the school and community-based partners (i.e. the cooperating teacher and school administrators) include, but are not limited to:

1. Supporting the relationships among cooperating teachers, teacher candidates, and clinical faculty members;
2. Apprising teacher candidates about school policies and procedures;
3. Allowing teacher candidates to attend faculty/staff meetings, appropriate administrative planning sessions, PTSA, and other school events;
4. Working with the EPP on the co-selection, preparation, development, and support for cooperating teachers; and,
5. Communicating regularly with clinical faculty and leadership of the EPP in co-designing and maintaining a mutually beneficial partnership.

PART II

Final Clinical Experience Policies and Guidelines

Part 2 of the Clinical and Professional Practice Guidebook provides an overview of policies and procedures for candidates' final clinical experience. This section includes a glossary of key terms and related terminology, outlines the student teaching requirements for programs leading to initial certification, and describes and explains student teaching assessment and evaluation procedures, with a focus on the Queens College Teacher Portfolio Assessment (QCTPA). Engaging with these resources helps teacher candidates gain the knowledge and tools needed to confidently and professionally navigate their student teaching experience.

Clinical and Professional Practice-Related Glossary of Terms

Below is a list of terms that appear throughout this Guidebook:

Teacher Candidate

A teacher candidate is a student enrolled in a teacher preparation program.

Cooperating Teacher

A Cooperating Teacher is a school-based educator who is a New York State-certified teacher working within a school system and is responsible for hosting and mentoring a teacher candidate during the student teaching experience. Throughout the semester, cooperating teachers help develop teacher candidates' abilities to a) prepare and plan impactful pedagogy, b) foster a classroom environment built on respect and rapport, c) implement effective pedagogy, and d) enhance their overall professional growth, while providing student teachers with a safe and supportive environment to develop and share pedagogical strategies and resources.

Queens College Field Supervisor (or University-Based Educator or Clinical Supervisor)

A Queens College Field Supervisor (or Clinical Supervisor) is an experienced teacher or principal assigned as a mentor to the candidate by the program. QC Field Supervisors (or Clinical Supervisors) help establish a connection between Queens College and the student teaching sites. They are the mentors who observe teacher candidates' lessons at schools. QC Field Supervisors (or Clinical Supervisors) encourage student teachers to reflect on their lessons while providing feedback. Alongside cooperating teachers, QC Field Supervisors (or Clinical Supervisors) offer thoughtful, detailed, and consistent guidance and feedback on various pedagogical aspects, continually fostering their student teachers' growth into highly effective educators. In some programs, the QC Supervisor (or QC Clinical Supervisor) and the Seminar Instructor are the same person.

Queens College Seminar Instructor

A seminar instructor is the professor who teaches the student teaching, practicum, or internship course. In some programs, the Seminar Instructor and the QC Field Supervisor (or QC Clinical Supervisor) are the same person.

Office of Clinical Experience

The Office of Clinical Experience assists programs in placing student teachers in schools and other clinical sites. Clinical Experience Liaisons collaborate with clinical professors, clinical lecturers,

student teachers, and cooperating teachers to provide guidance on meeting the requirements, policies, and procedures for student teaching.

Clinical Professor/Coordinator

The Clinical Professor/Coordinator oversees the School of Education's clinical programs for both undergraduate and graduate pre-service candidates. They are responsible for coordinating student teaching placements for pre-service teachers. Additionally, they develop new partnerships with New York City Public Schools in Queens and maintain ongoing collaborations with accredited placement sites across New York City and Long Island. They serve as the primary point of contact for all school administrators, school office staff, and cooperating teachers.

EPP

EPP stands for Educator Preparation Provider. All teacher education programs at the School of Education, the School of Arts and Humanities, the School of Mathematics and Natural Sciences, and the School of Social Sciences at Queens College are referred to as Educator Preparation Providers in this Guidebook.

Fieldwork

Fieldwork experiences relate to particular education foundations and methods courses, usually taken early in most teacher preparation programs. Fieldwork hours enable teacher candidates to develop and practice their theoretical and pedagogical knowledge gained from coursework through project-based and community-engaged activities.

Initial Clinical Experience

Many SEYS programs require students to complete the Initial Clinical Experience before their student teaching semester. During this experience, students may observe, develop curriculum with the cooperating teacher, work one-on-one or with small groups of learners, and teach lessons to a whole class. Placement for the Initial Clinical Experience is arranged directly by the Clinical Experience Office. For details on the requirements, candidates should consult their program.

Student Teaching

Student Teaching is a college-supervised classroom experience. It occurs over a 15-week semester. Candidates are placed in classrooms appropriate for their certification level and are supervised by an experienced, New York State-certified teacher. Placement for Student Teaching is coordinated through either academic programs or the Clinical Experience Office. For specific requirements, candidates should consult their program.

Internship

Internship is a term used in Dual MAT Special Education Childhood 1-6. Candidates in this program first complete student teaching for their Childhood Education requirements and then participate in an internship for their Special Education requirements. The candidate receives supervision from the Site Supervisor and QC Supervisor and meets weekly with their Seminar Instructor. For specific details on internship requirements, candidates should consult their program.

EPP Policy for Final Clinical Experiences

The Queens College EPP expects to place candidates in their final clinical experience. This process requires close coordination among the EPP's offices and departments. The table below outlines the

specific roles and responsibilities involved in assigning candidates to their ultimate student teaching placement.

Responsibility for finding student teaching placements lies with the EPP clinical professor/coordinator, who submits the names of student teachers and cooperating teachers to the Office of Clinical Experience. When the school cannot make a one-to-one match between the student teacher and cooperating teacher, it is the EPP clinical professor's/coordinator's duty to follow up with the placement site to ensure that the school makes an appropriate placement promptly.

Office	Roles and Responsibilities
Dean's Office	• Oversees that clinical experiences meet accreditation standards. • Ensures that clinical experiences meet NYS certification requirements. • Oversees the quality of the clinical experiences across all programs (initial and advanced). • Monitors the need for MOUs. • Serves as the New York State Education Department contact.
Office of Professional Practice and Community Partnerships	• Assists programs in meeting NYS and accreditation requirements for clinical experiences. • Assists programs in creating/codesigning and strengthening partnerships for professional practice with districts, schools, and other community partners • Provides career resources opportunities for EPP candidates. • Communicates with external partners on required clinical supervision (and managing it), professional learning opportunities, and QCTPA. • Serves as the NYC Public School contact for all formal matters. • Communicates with Cooperating Teachers, tracks their professional learning, and issues certificates of completion for the Queens College Cooperating Teacher Professional Learning.
Office of Clinical Experience	• Places candidates in external partner sites with cooperating teachers as per the clinical professor's/clinical coordinator's submissions. • Communicates with EPP candidates on Anthology portfolio requirements. • Communicates and follow up with students on the fingerprinting policies. • Assists candidates in the fingerprinting process. • Communicates with external partners on clinical policies and procedures (tuition waivers & Anthology portfolio). • Provides data on candidates and placements to the Dean's Office and Departments/Programs.

Departments (Clinical Professor/ Coordinator)	• Review placement site and school-based educator data and write a semester report. • Maintain close communication with the Office of Professional Practice and Community Partnerships. • Communicate with external partners on needed clinical placements. • Communicate with external partners on clinical placement requirements. • Liaison with clinical experience sites. • Visit clinical experience sites. • Communication and support of clinical supervisors. • Communicate with candidates. • Coordinate with program directors. • Report the need for MOUs.
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Final Clinical Experiences Requirements

This section details the essential requirements for student teaching, including obtaining a QC email account, adhering to fingerprinting policies, understanding prerequisite and corequisite courses, and assembling an Anthology Portfolio. By thoroughly addressing these requirements, we aim to facilitate a smooth and organized progression through the student teaching experience. Additionally, this section offers step-by-step instructions on submitting the EPP Central Student Teaching Application. From filling out application forms to submitting supporting documents, it guides teacher candidates through each stage, helping them complete the application process efficiently and effectively.

QC Email Account

Queens College offices are required to use and respond to candidates' QC email addresses. As such, all candidates must set up their QC email account.

If you do not have a QC email account, contact the IT Help Desk by phone at 718-997-4444, by email at HelpDesk@qc.cuny.edu, or through the web at the IT Help Desk. For more information about the Queens College student e-mail system, please visit <https://www.qc.cuny.edu/its/>.

Fingerprinting Policy

All candidates are required to initiate the fingerprinting process with the New York City Public Schools (NYC PS) upon acceptance into any Teacher Preparation Program. The process must be completed within 60 days. Candidates must obtain NYC PS fingerprinting clearance before registering for their second semester in a Teacher Preparation Program.

The process of obtaining NYC PS fingerprinting clearance may take up to two months, and candidates are responsible for the cost. Candidates enrolled in online programs should verify their fingerprinting requirements with their programs.

NOTE: Candidates approved for fingerprinting by New York State will need to undergo re-fingerprinting by the NYC PS at their own cost. Candidates are advised to review the table below, which details the differences between NYC and NYS fingerprinting clearance types.

Type of Fingerprinting Clearance:	Fingerprinting Clearance Used For:	Where to Find Proof:
NYC - New York City Public Schools (NYC PS)	Queens, Brooklyn, Bronx, Manhattan, and Staten Island public schools	NYC PS PETS Can only be verified by a NYC public school or Queens College Field Placement Office
NYS - New York State Education Department	Long Island and Upstate New York public schools	NYS TEACH Account Students can verify clearance on their own through the TEACH system

Fingerprinting Procedures

All teacher candidates are required to start the fingerprinting process by submitting proof of starting the NYC PS fingerprinting through their Anthology portfolio accounts. For questions regarding fingerprinting eligibility, please contact the Office of Professional Practice and Community Partnerships.

1. Visit the Fingerprinting for Student Teaching Website for all information and the form required for Step 2: <https://www.qc.cuny.edu/academics/se/fingerprinting-policies-procedures/>
2. Complete the **Fingerprinting Form** with all the appropriate information.
3. Once you submit the Fingerprinting Form, the Clinical Experience Office will reach out to you with next steps.
4. You have 60 days to complete the fingerprinting instructions emailed to you Queens College Email (QMail). Please check your email frequently to ensure a timely response.
5. Once the Clinical Experience Office confirms via email that you have completed your NYC Public Schools Fingerprinting you can move to step 6.
6. Login to your Anthology Portfolio account.
7. In your portfolio, click on “NYC Public Schools Fingerprinting Requirements for All Education Programs.” Note: You must have an active Anthology Portfolio subscription to complete the next steps.
8. Scroll down and click the arrow to open “Instructions & Resources.” Read and follow all instructions to complete this assignment.
9. Should the Clinical Experience Office require you to take further action, they will reach out to you via your QC email (Qmail).

Fingerprinting Deadlines

Candidates must complete the NYC Public Schools Fingerprinting process by December 1 for those admitted in the fall semester and by May 1 for spring admittees.

Candidates must have completed NYC PS fingerprinting clearance before registering for the second semester in a Teacher Preparation Program. Candidates who do NOT receive fingerprinting by the specified deadlines may NOT be able to register for their second-semester courses.

Fingerprinting FAQs

For questions about fingerprinting policies or procedures, please check the [Fingerprinting FAQs](#). If you cannot find the answer there, check the Fingerprinting Assistance contact information and contact the Clinical Experience Liaison listed for your program or major.

Fingerprinting Assistance

EECE Programs/Majors

Evelyn Lee

Powdermaker Hall 135B

718-997-5546

eeceplacement@qc.cuny.edu

ECP (School Psychology, School Counseling), FNES, GSLIS, Music, TESOL
Programs/Majors

Victoria Dell'Era

Powdermaker Hall 135A

718-997-5237

Victoria.dellera@qc.cuny.edu

SEYS Programs/Majors

Evelyn Lee

Powdermaker Hall 135B

718-997-5546

seysplacement@qc.cuny.edu

All emails need to be sent from your QC email (Qmail) address. For more details on fingerprinting forms and deadlines, please visit: <https://www.qc.cuny.edu/academics/se/fingerprinting-policies-procedures/>

Pre-Requisite and Co-Requisite Courses

Pre-requisites are courses that teacher candidates must complete before starting their Initial Clinical Experience or Student Teaching. Co-requisites are courses that should be taken at the same time as these experiences. Candidates should consult their department advisor about pre-requisite and co-requisite courses.

Anthology Portfolio

Anthology Portfolio is the electronic portfolio and assessment system used by the School of Education at Queens College. When candidates are accepted into one of the EPP's undergraduate or graduate education programs, they will be instructed to obtain an Anthology Portfolio subscription to submit their assignments as directed. Faculty will evaluate all key program assignments submitted by candidates through Anthology Portfolio. We ask candidates NOT to obtain an Anthology Portfolio subscription until they are specifically instructed to do so by their course instructor. Click [here](#) for more information about Anthology Portfolio.

What is Anthology Portfolio?

Anthology Portfolio is a web-based e-portfolio system required for all candidates in Queens College's education programs. Candidates will use Anthology Portfolio to access and submit their professional program assessments. They can also create separate e-portfolios for career and other purposes.

Why is Anthology Portfolio required?

Anthology Portfolio will be used to assess key assignments identified by your Queens College teacher education certification program. The New York State Education Department and the Council for the Accreditation of Educator Preparation (CAEP) now require all accredited programs to document individual student performance according to national, state, and institutional standards. The assessments in the Anthology Portfolio will record candidate performance on these key assignments aligned with these standards.

How does Anthology Portfolio work?

Candidates will upload their assignments to their program portfolio whenever there is a key assignment or assessment in a course. They can then submit their assignments to their instructor for evaluation. The instructor will assess the candidate's submission using a rubric. All key assignments will be submitted and assessed through Anthology Portfolio. By the end of the program, candidates will have a program portfolio of key assignments that demonstrate their professional growth.

How do I begin using Anthology Portfolio?

After you purchase a subscription code through Eventbrite, the Office of Assessment & Accreditation will process your order and renew or create your account. Once the order is complete, the Office of Assessment & Accreditation will email candidates at their Queens College email with updated details about their account. Click [here to find more information about Anthology Portfolio](#).

Can candidates create other portfolios?

Candidates can create their own portfolio in addition to the program assessment portfolio. For example, they might use Anthology Portfolio to build an electronic resume portfolio. They may also want to develop a portfolio tailored to a specific type of position or career path. Additionally, Anthology Portfolio can be used to share personal stories with family and friends.

What do I submit to Anthology Portfolio that is related to professional experience?

Candidates must submit their work to the course instructors through their Anthology Portfolio. Instructors will specify the course requirements that must be submitted via Anthology Portfolio. Additionally, candidates must submit timesheets and end-of-semester surveys related to their clinical experience. Information about these requirements will be provided to candidates by the Clinical Experience Office during their clinical experience semester(s).

EPP Central Student Teaching Application

The EPP Central Student Teaching Application serves to confirm that teacher candidates are eligible for their final clinical experience, also known as student teaching. Candidates who meet the criteria below are responsible for completing and submitting their EPP Central Student Teaching Application:

- a. Officially admitted to a teacher education program;
- b. Completed all student teaching pre-requisite courses;
- c. Qualified to enroll in co-requisite courses;

- d. Meet the minimum GPA requirement to start student teaching;
- e. Obtained NYC Public Schools fingerprinting clearance;
- f. Completed all required certification workshops:
 - a. Child Abuse Identification & Reporting
 - b. School Violence Prevention & Intervention (SAVE)
 - c. DASA Training (Dignity for All Students Act)
- g. Willingness to sign the EPP Central Student Teaching Contract.

Application Directions

The EPP Central Student Teaching Application must be completed and submitted through Anthology Portfolio, which requires an active subscription. The application process has three steps:

STEP 1 - Teacher Candidate Information & Application: This section must be completed and signed by teacher candidates who have met all the eligibility criteria listed above (a through g). Candidates are required to sign the Student Teaching Contract, which must be submitted with the application. Only one application is necessary before the first student teaching experience.

STEP 2 - Preliminary Admission to Student Teaching: Program Directors will review and provide an initial recommendation on the application pending the successful completion of courses in progress.

STEP 3 - Fingerprinting Status Review: The Clinical Experience Office will verify the student teachers' fingerprinting status to ensure they have the correct fingerprint clearance. If the candidate lacks the proper clearance, their student teaching central application will be returned, and the Clinical Experience Office will contact the candidate with information and next steps via the Queens College email (QMail).

STEP 4 - Final Student Teaching Approval Decision: Program Directors will give final approval after verifying that candidates have successfully met all prerequisites, received grades for courses in progress, and fulfilled GPA requirements.

Important Deadlines

Student Teaching Central Application Section	Deadlines for a Fall Semester Student Teaching Placement	Deadlines for a Spring Semester Student Teaching Placement
Candidate Submission Deadline for EPP Central Student Teaching Application (Tasks I-IV)	March 1st	October 1st
Program Director Review of Application - Preliminary Program Approval for Student Teaching	April 1st	November 1st

Program Director Review of Application - Final Student Teaching Approval Decision.	June 1st	January 2 nd
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NOTE: Deadlines listed above are strictly adhered to in Anthology Portfolio. Anthology Portfolio will not allow submissions after the dates listed above for each semester. Please be sure to submit early and ask for assistance prior to these dates. No extensions will be provided.

Out-of-Sequence Application for Returning Candidates

For candidates who are returning to their education program, the EPP created an Out-of-Sequence Application. This application is available through Microsoft Forms. Directions to access this application:

1. Program Directors should contact the Clinical Experience Office.
2. Provide the Clinical Experience Office with the candidate information.
3. The Clinical Experience Office will email the candidate the link to the application.
4. The approval process will follow the same steps as the EPP Central Student Teaching Application.

The EPP established deadlines for candidates to submit an Out-of-Sequence Application.

Out-of-Sequence Central Student Teaching Application Section	Deadlines for a Fall Semester Student Teaching Placement	Deadlines for a Spring Semester Student Teaching Placement
Candidate Submission Deadline for EPP Central Student Teaching Application (Tasks I-IV)	August 1st	January 2nd

Appeals Process

Candidates who are not approved for student teaching may appeal the decision. Common reasons to appeal include:

- Completing pre-requisite courses during Winter or Summer sessions.
- Receiving fingerprinting clearance after an application decision has been determined.
- Retaking courses during Winter or Summer sessions to meet program grade requirements.

The appeal process will follow the CUNY Complaint Process as outlined here:

https://www2.cuny.edu/wp-content/uploads/sites/4/page-assets/about/administration/offices/legal-affairs/PROCEDURES_FOR_HANDLING_STUDENT_COMPLAINTS.pdf

Important Steps:

1. Candidate must contact the Office of Assessment and Accreditation to request access to the EPP Student Teaching Appeals Application.
2. The candidate completes and submits the application by the deadlines listed above for the Out-of-Sequence Central Student Teaching Application.

3. The Department Chair, who acts as the fact finder, reviews the appeal application. If the appeal has merit and the candidate has demonstrated they qualify for student teaching, the Department Chair may approve the candidate for student teaching.
4. If the appeal is not upheld and the Department Chair determines that the candidate is not eligible for student teaching, the candidate may appeal to the Dean.

Queens College Teacher Portfolio Assessment (QCTPA)

The QCTPA uses a multi-measure approach to assess candidates' readiness to teach in Pre-K through 12th-grade classrooms by evaluating knowledge, skills, and dispositions, with an emphasis on student learning. To align with the School of Education's conceptual framework, Equity, Excellence, and Ethics (3Es), and its mission to provide a progressive education for future educators, the Portfolio adheres to the principles of culturally responsive pedagogy and assessment as outlined by the NYS Culturally Responsive-Sustaining Education Framework.

The Portfolio includes five sections:

- **Part I: Planning the Lesson.** This section measures the candidate's ability to write a lesson plan that is part of a specific unit or mini-unit. Candidates will write two reflective commentaries that describe their pedagogical choices in the lesson plan.
- **Part II: Teaching the Lesson.** This section assesses the candidates' effectiveness in delivering the lesson plan created in Part I.
- **Part III: Assessing Student Learning:** This section evaluates candidates' impact on student learning and their ability to create and implement effective formative assessments that reflect what students understand and how that knowledge can inform future instruction. Candidates will analyze 3 student work samples from the same lesson plan developed in Part I and taught in Part II. Candidates will write three reflective commentaries on assessing the student work samples and planning the next steps in instruction.
- **Part IV: Dispositions:** Candidates will complete the ProCADS, which is a research-based measure of professional competencies, attitudes, and dispositions. The professional competencies emphasize proficiency in planning, teaching, and assessing, as well as in other key areas such as self-presentation, self-representation, professional collegiality, demeanor, and taking responsibility.
- **Part V: Reflective Practice:** Candidates will engage in reflective practice to understand how it can inform professional learning and enhance their habits of mind and educational practices. They will collaborate with colleagues and mentors within professional learning communities to explore practice issues for further investigation. Candidates will create artifacts as directed by their instructor, which may include professional learning projects, reteaching lessons in seminar classes for peer feedback, or participating in pedagogical or curriculum-based inquiry groups.

The sections outlined above are the basic requirements for the Portfolio. The School of Education, as an Educator Preparation Provider (EPP), will only use these required areas for accreditation review and candidate recommendation purposes related to program completion and New York State certification. Recognizing that each initial program is unique and diverse, programs may include additional areas as needed. These additional areas will be used to evaluate candidate knowledge, skills, and dispositions, as well as to improve the program.

For more information about the QCTPA, visit the Office of Professional Practice and Community Partnerships website for cooperating teachers and site supervisors:
<https://www.qc.cuny.edu/academics/se/cooperating-teachers-site-supervisors/>

ⁱ This Guidebook meets CAEP's Standard R2: Clinical Partnerships and Practice for initial preparation programs at the graduate and undergraduate levels.

ⁱⁱ Westlaw 51.21 for Teacher Education Programs:

[https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

ⁱⁱⁱ Westlaw 51.21 for Teacher Education Programs:

[https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

^{iv} Westlaw 52.21 Registration of curricula in teacher education:

[https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?contextData=%28sc.Default%29&transitionType=Default#:~:text=\(xiii\)%20Practica%20means%20structured%2C,or%20with%20groups%20of%20students.](https://govt.westlaw.com/nycrr/Document/Ieca6da1bc22111dd97adcd755bda2840?contextData=%28sc.Default%29&transitionType=Default#:~:text=(xiii)%20Practica%20means%20structured%2C,or%20with%20groups%20of%20students.)