

# The Classroom Academy: A Residency Partnership for Teacher Preparation

Cambridge Faculty Association,  
Hudson Falls Teachers Association,  
Beekmantown Teachers Association and  
Southern Adirondack Board of Cooperative Educational Services (BOCES) Education Association

*in Partnership with:*

SUNY Plattsburgh @ Queensbury, the Cambridge Central School District, Hudson Falls Central School District,  
Beekmantown Central School District and WSWHE BOCES

**New York State Board of Regents  
May 6, 2019**

*This program is made possible through funding by an NEA Center for Great Public Schools grant.  
Award: November 2016*

## **James P. Dexter**

District Superintendent of Schools,  
WSWHE BOCES

## **Colleen McDonald, NBCT**

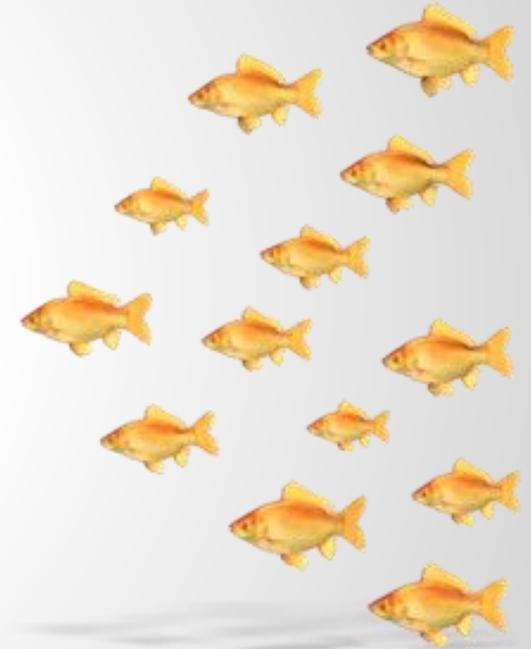
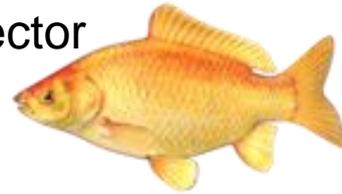
Residency Program Director  
Grant Manager

## **Kayleigh Ward, SUNY Plattsburgh**

Lead Resident (2nd year)

## **Jason Sutliff, Cambridge CSD**

Attending Teacher



**Year 1**  
2017-18

7 first year residents  
(Started with 8, ended with 5)  
1 IHE partner

**Year 2**  
2018-2019

5 second year residents  
6 first year residents  
1 IHE partner

**Year 3**  
2019-2020

6 second year residents  
*TBD first year residents*  
*18 potential placements*  
3 IHE partners



# The Classroom Academy: A 2 Year Pathway - Year 1

**Prior Winter/Spring:** Application, acceptance into graduate program, residency; interview, & match to Attending Teacher

August

September

Year 1

June

RESIDENT

Begin  
summer  
course-  
Work  
Face-to-  
face  
classes

- Full time classroom placement,
- **20% of classroom duties,**
  - individual, small or large group instruction;
  - participate in school community
- Substitute for Attending Teacher as needed.
- Graduate coursework
- Workshops and Professional Learning Community

- Full time classroom placement,
- **40% of classroom duties,**
  - individual, small or large group instruction;
  - participate in school community,
- Substitute for Attending Teacher as needed.
- Graduate coursework
- Workshops and Professional Learning Community

AT

The Attending Teacher provides guidance, co-planning, co-teaching, discussion of professional decision making opportunities for application of coursework, and reflection; completes NB component 2; participates in the PLC.

# The Classroom Academy: A 2 Year Pathway - Year 2



August

September

YEAR 2

January

February

May

June

Mtg, with AT

- Full time classroom placement,
- co-teaching 50%-100 % lead of classroom duties,
  - individual, small or large group instruction;
  - participate in school community,
- Substitute for Attending Teacher as needed.
- Graduate coursework **edTPA workshops**
- Workshops and Professional Learning Community

Complete and submit edTPA

Full time placement, Alternate placement & grade level co-teach 30 % of classroom duties; participate in school community.

- Full time classroom placement,
- full co-teaching;
- participate in school community,
- substitute for Attending Teacher as needed.

edTPA retake opportunities, or **Substitute up to 2 days/week in certification area**

Continue summer course-work

NYS Initial Certification,  
1 yr credit toward Prof. Certification

AT

The Attending Teacher provides guidance, co-planning, co-teaching, discussion of professional decision making opportunities for application of coursework, and reflection; participates in the PLC.

# THE CLASSROOM ACADEMY

a residency partnership



[www.classroomacademy.org](http://www.classroomacademy.org)

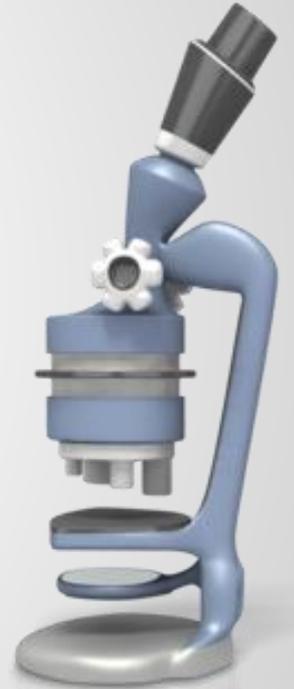
# The Research shows...

## Effective teaching is key to student learning —

According to Ingersoll, Merrill, and May (2012)

- Candidates too often are not ready for the complexity, expectations, and requirements of the classroom
  - Attrition as high as 50 percent in the first five years of teaching.
- High-quality teacher preparation is key to teacher retention.
  - Teachers who enter the field with little preparation are 2 to 3 times more likely to leave their schools.

Ingersoll, R., Merrill, L., & May, H. (2012). Retaining teachers: How preparation matters. *Educational Leadership*, 59(8), 30-34.



# Preparing Classroom Ready Teachers

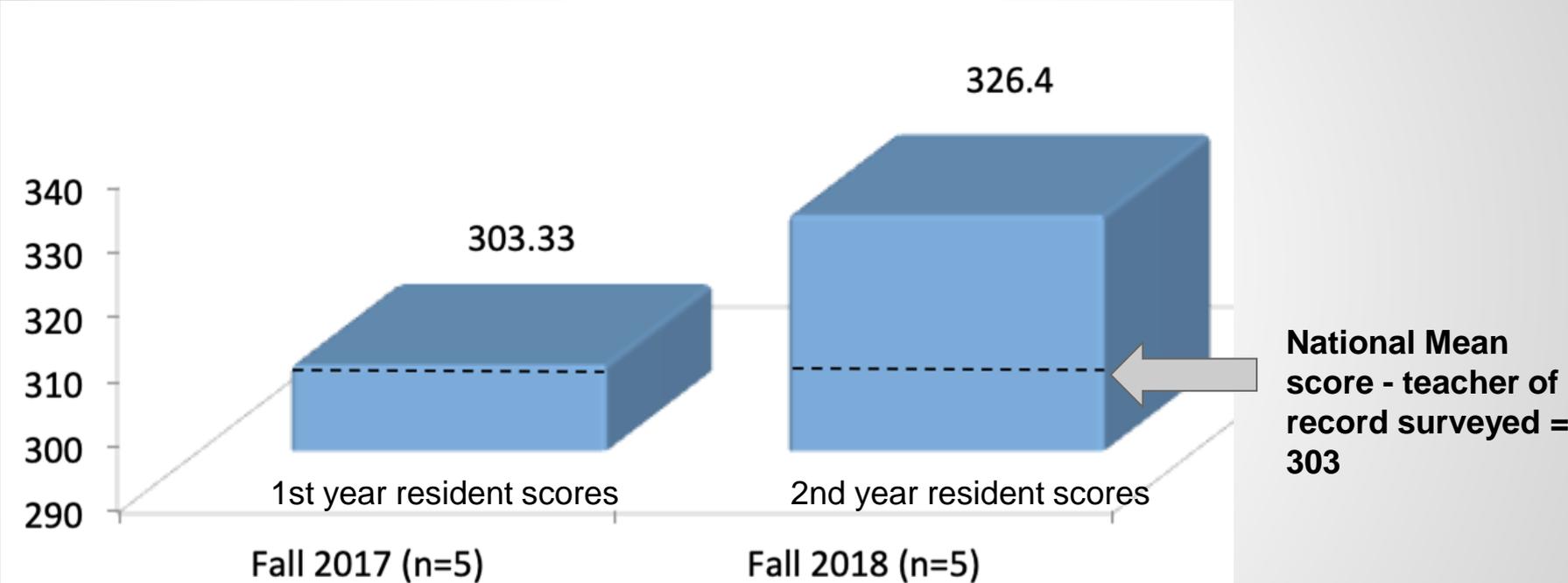


What are we finding?

# **A Resident's Perspective: Experience, Application, and Growth**



# Tripod Survey Results: validated student survey that measures student perceptions of classroom culture for residents on 7 key areas.

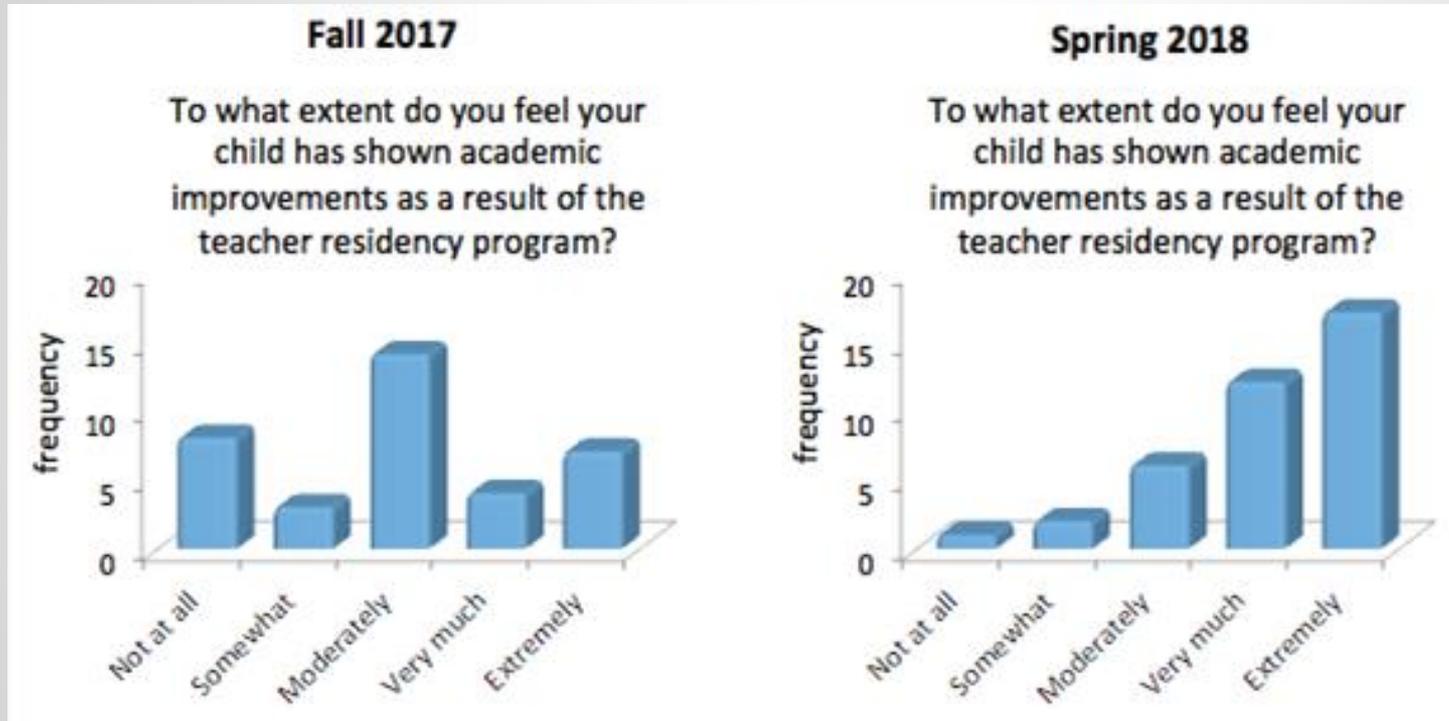


# **An Attending Teacher's Perspective: Building Reflective Practice**



# Positive Impact

➤ *Parent Perception and Attitudes:*



The residency program, .....allows [our resident] to be with us every day, all year long, completely immersed in the teaching experience. He isn't just getting a snapshot of being a teacher, he's living it.

**Teacher Responses**

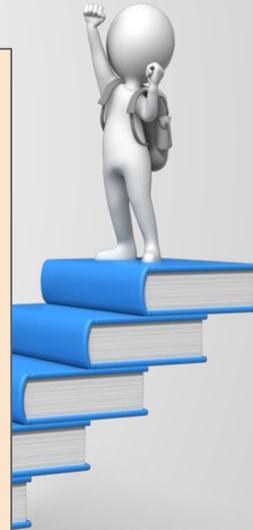


*Anytime two teachers are in the classroom and work so well together, children will benefit!*

*The extra help in the classroom helps give students the one on one time they need.*

**Parent Perception**

*“[The Classroom Academy] elevates the profession. We need to give [residents] an opportunity to actually KNOW the students, to understand how to adapt lesson design..In addition, we are allowing them time to practice with...teachers at their side who want to better their own craft. It is a way of leaving a legacy to the profession like no other.”*



**Feedback**

# **A District Superintendent's Perspective: Sustainability and Return-on-Investment**



# Return on Investment

## ➤ *Hiring and retention: More informed*

- Allows districts to identify and invest in targeted certification areas and provides two years to see candidate progress through growth cycles.

## ➤ *Contextual Learning: Classroom ready*

- Building leaders shape the context of the candidates' learning based on districts' instructional priorities, programs, and communities' needs.

## ➤ *Improving Practice*

- Improves lead teacher instructional practice.

## ➤ *Instructional Continuity and Substitute Savings*

- Resident can be used as a substitute:
  - for the lead teacher(s) throughout the experience, providing continuity for student learning.
  - in their certification area up to 2 days per week, during the 2nd semester of the 2nd year, providing a much needed resource and cost savings.



# SUSTAINABILITY

We have worked with WSWHE BOCES and NYSED partners to implement a Co-Ser for Shared Services.

This Co-Ser allows districts to use the BOCES reimbursement model to provide a sustainable funding stream to continue the program after grant funding ends.

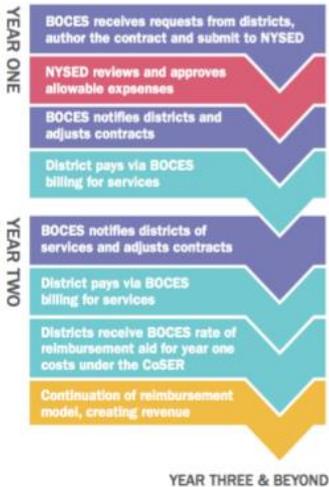


## BOCES funding model

In 1948, the New York State legislature created Boards of Cooperative Educational Services (BOCES) to provide shared educational programs and services to school districts within the state. Today there are 37 BOCES that are partnering with nearly all of the state's school districts to help meet students' evolving educational needs through cost-effective and relevant programs.

New York State gives a financial incentive to encourage participation in shared services by offering BOCES state aid for BOCES services.

This is how BOCES state aid works: Each district's board of education selects BOCES services for the current year. In the following school year, a portion of the cost of BOCES services is returned to the district by the State of New York. The amount returned to each district depends on which services the district buys and is based on a formula that takes into account the district's financial resources. Money returned to the district is used as revenue.



# Growth and Expansion of Partnerships

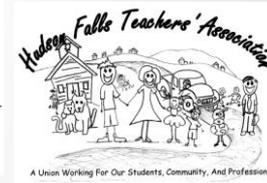
- with **two additional Institutions of Higher Education**, and
- **additional School Districts**, representing diverse student populations.





**Thank you.**

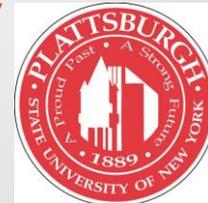
# ELEVATING THE PROFESSION through partnership and innovation.



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



CAMBRIDGE  
CENTRAL SCHOOL DISTRICT  
ACHIEVING EXCELLENCE



**nysut**  
A Union of Professionals

WASHINGTON • SARATOGA  
**BOCES**  
BOARD OF COOPERATIVE EDUCATIONAL SERVICES  
WARREN • HAMILTON • ESSEX