



**CLASSROOM
ACADEMY**

Case Study

**REIMAGINING
TEACHER
PREPARATION**

**Building Sustainable
Teacher Residencies
Through
Registered Apprenticeships**

TABLE OF CONTENTS

Section 1:

Introduction	3
The Current Situation	4
The Classroom Academy	5
Piloting a Program	6
Results	7

Section 2:

Spanning Systems	9
Registering an Apprenticeship	13

Section 3:

Voices from the Field	15
Glossary	17
References	18

Preface

Education research has unveiled best practices for teaching and learning~showing the value of modeling, guided practice, discussion, feedback, creating connections, application of ideas, and fostering agency. These practices are effectively employed in residency programs for teacher preparation. Like a medical residency model, this is the way to fully prepare the teachers of tomorrow. Theory becomes practice under the guidance of accomplished professionals-the lead teacher and the entire school community.

So, how do we foster the growth of residencies? Who will shoulder the cost when extended placements necessitate candidates be paid a living stipend? How do we value the return of that investment? How do we create a cohesive system of shared understanding of theory and practice?

These questions and others required a radical redesign by the myriad of stakeholders and their systems involved. Classroom Academy, a residency Apprenticeship program, has established partnerships spanning systems (including districts, unions, IHEs, Dept of Labor and the State Education Department) to create deep pathways to learning and invest in high quality work force development. Join the journey ...



CLASSROOM ACADEMY



Classroom Academy is a Washington-Warren-Hamilton-Essex BOCES program.

Introduction



photo credit: GRPNY

Residency



Education is a complex ecosystem entrenched in legacy structures and stakeholders with competing demands. Now is the time to redesign teacher preparation in a way that connects these functional groups to better develop their future workforce. The conventional model for teacher preparation with brief placements in the field has not fundamentally changed in the last century and fails to adequately bridge the gap between learning and experience: that wide gulf between the distinguished halls of academia and the realities of everyday classrooms. Residencies by contrast provide candidates the requisite knowledge, skills, dispositions, experience, and practice to meet the diverse needs of students, synthesizing teacher preparation coursework and on-the-job experience for real world application. Some, like the Classroom Academy residency program, address systemic equity and access issues by providing paid placements.

The Classroom Academy Residency Apprenticeship program immerses teacher candidates in the school community for an extended period of time and allows for the application of learning, guided practice, and independent work. The program engages the stakeholders planning, performing, and impacted by this work in an improvement science model. Employing the Carnegie strategy of “starting small to learn fast”, it brings diverse perspectives and data-driven learnings to bear in a paradigm shift in patterns of practice, leadership, policy, and results for teacher preparation. This engagement has underpinned the importance of investing in the people doing the work to build their capacities in these new responsibilities, creating an environment where risk-taking and creative problem solving are valued and encouraged.

This shift allows Classroom Academy to deliver high-quality programming and a sustainable solution.

The primary barrier preventing teacher residencies from scaling, regardless of IHE design, is cost (LiBetti2018). Many of the residency models created up to this point have not been financially sustainable because they expend funds without being integrated into an inherently recurring funding system. The result is a constant quest for an external partner and funding to keep the program viable. To overcome this investment barrier a residency design must embed itself in an existing fiscal system that creates the recurrent funding. This approach authentically grows a sustainable residency model within the financial landscape that is funding the program.

The Current Situation



photo credit: GRPNY

“...OECD (Organization of Economic Cooperation and Development) analysis of the 2018 TALIS results finds that overall, “education systems will have to renew at least one-third of their teaching workforce in the next 15 years.”

~OECD, 2018

01 Shrinking Pipeline

Between 2014 and 2024, the U.S. Bureau of Labor Statistics (BLS) projects nearly 1.9 million job openings for teachers of preschool through postsecondary school. Nationally, enrollment in bachelors education preparation programs is steadily declining. Some 83,946 students graduated with four-year degrees in education in 2019, according to the National Center for Education Statistics, compared to 105,565 in 2012. While graduate level programs are working to close the gap between teacher supply and demand, they fill only a fraction of the new teacher pipeline. Public school enrollment (2018) increased by 3 percent, reaching 50.7 million students and yet enrollment in teacher preparation programs has declined by a third.

02 Aging Workforce

While it varies by state, in NYS alone TRS indicates approximately 1/3 of 264,590 active members are eligible to retire (NYS TRS, 2019). The real issue is in lining up replacements and enticing enough college students to enter teaching, yet concerns about college costs and fears of ballooning student debt are driving the drop in enrollment. To put it simply, it is difficult to recruit students to go into a profession that underpays by about twenty percent relative to other professions.

03 Retention Issues

Being a new teacher is a challenging professional-level job. The national annual turnover rate of teachers leaving the profession before the 5th year is alarming and only grows in high-poverty districts. This compounds equity disparities and has an adverse impact on students as professional shortages force districts to fill in with under-credentialed teachers and substitutes. This in turn creates larger class sizes and decreases course offerings especially in under-resourced communities. Key reasons for early career teachers leaving the profession include inadequate preparation, lack of support, and stress. Research found in most traditional teacher prep programs, instruction is generally divorced from practice (and vice versa), with little evidence that what gets taught gets practiced (Ingersoll 2012). This lack of application, connection, and feedback leads to low retention rates in early career teachers.

04 Variation of Design

There is wide variation in the design of residency programs. Although they have grown in popularity over the last decade and a half there is no clear, evidence-based consensus about structure, content, or funding. These residencies vary in timespan from 3 or 4 days per week over a full school year to full-time over a school year, year and half, or two years. Some residencies provide candidates a living-stipend, while others arrange with partner districts to employ candidates as substitutes or paraprofessionals during the residency, and still others do nothing to offset the financial burden for candidates, rendering the landscape of equity and access similarly variable and uneven. Upfront costs severely limit the pool of candidates to those who can afford it, essentially gate-keeping teachers and would be career changers based on their financial resources.

Classroom Academy

Teaching is complex. Classroom Academy is a residency that leverages real world complexity as a whetstone for sharpening professional competencies, providing clinically-rich opportunities in the field by embedding graduate level teacher candidates (residents) with highly-effective classroom teachers (Attending Teachers) for a two-year period. It builds new connections between systems to create seamless pathways of learning and application, establishes a common language around accomplished practice, and exposes high-quality residents to high-quality Attending Teachers, who model continuous improvement and clearly articulate decisions around their own professional practice.

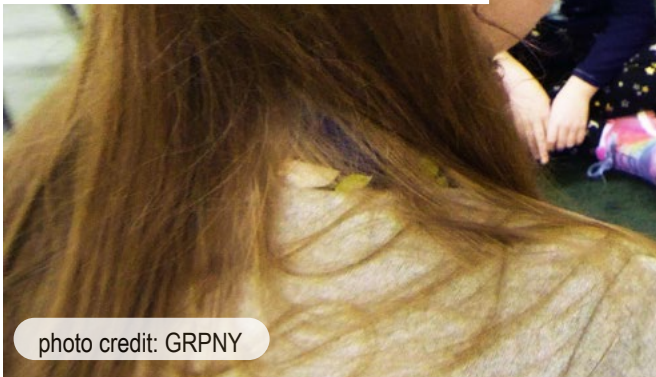


photo credit: GRPNY

Partnerships, Programming, and Sustainability

Classroom Academy is a two-year graduate level residency and Registered Apprenticeship program founded to address the teacher shortage, bringing together the P-20 community to create comprehensive wraparound teacher preparation. It grounds residents in pedagogical theory through graduate level programming at partnering Institutions of Higher Education and in extended engagements in partnering classrooms. The higher education partners integrate a restructured delivery model of graduate level coursework to maximize the application of learning. In addition, Classroom Academy's targeted workshops and professional learning community explicitly train residents on the competencies required to navigate the intricate interdependencies between students, parents, colleagues, paraprofessionals, and administration. Unlike traditional placements, this collaborative model pulls from a deep well of professional learning, efficacy, practice in theory, and skills to prepare residents for the various human relationships in the school community.

Classroom Academy is a fiscally sustainable model embedded in the NYS school state-aid system, allowing New York's 37 BOCES to partner with 697 of the 721 districts across the state to provide shared, relevant, and cost-effective programming. The BOCES state-aid reimbursement model provides districts with a reliable revenue stream and return-on-investment generated by the residency. This shared service aid model provides districts willing to invest in recruitment, hiring, and retention strategies of high-quality new teachers with a fiscally responsible avenue to achieve these goals.



A Registered NYS Apprenticeship

There is an acute teacher shortage as evidenced through vacant positions, lack of entrants, and the aging workforce. The Classroom Academy as a Registered Apprenticeship is facilitating long-term employment in school districts, often within the communities where the residents/Apprentices live. In addition, serving as an Attending Teacher in Classroom Academy provides professionals opportunities for growth in the education career ladder as teacher leaders.

As a Registered Apprenticeship program, Classroom Academy provides State University candidates with \$5,000 tuition assistance (in addition to the district provided living stipend) and this status allows the program access to Department of Labor funding to further offset tuition costs.

Piloting a Program

Equity matters, so preparation matters. Providing all students with classroom-ready teachers is tantamount to providing students with high-quality education necessary to meet economic priorities. Teachers are required to show competency in seven teaching standards to be considered classroom-ready in NYS. However, this requirement is not well-served in practice by the traditional 40 day teaching practice placement. While some education preparation programs offer more time in classrooms, the question remains, is mastery feasible in just a few weeks? Education experts estimate that a teacher makes more than 3,000 non-trivial decisions every day. A shift from a traditional teacher preparation program to residencies like Classroom Academy addresses this disconnect through experience-rich field training alongside the academic learning. It tightly aligns quality college academic preparation with application of that learning through extended classroom placements overseen by expert teachers.



Why 2 years?

Classroom Academy provides the experience of spending a 2nd year in the same classroom to sequentially move through modeling, guided practice, and independent work for residents/Apprentices. As a result, in their first year as the teacher of record, they will be performing in the school and classroom experience for the 3rd time.



Aligning Systems

School districts, regional education agencies, and Institutions of Higher Education grappled with aligning different communication and budget structures, calendars, expectations, and system level thinking. Developing the necessary shared tools has resulted in the application of learning that positively impacts candidates and students.

Improvement Science



- Identify the problem
- See the system
- Set measurable goals
- Start small to learn fast
- Complete cycled learning: Plan, Do, Study, Act
- Adjust and cycle again
- Share learning and improvement
- Learn from others

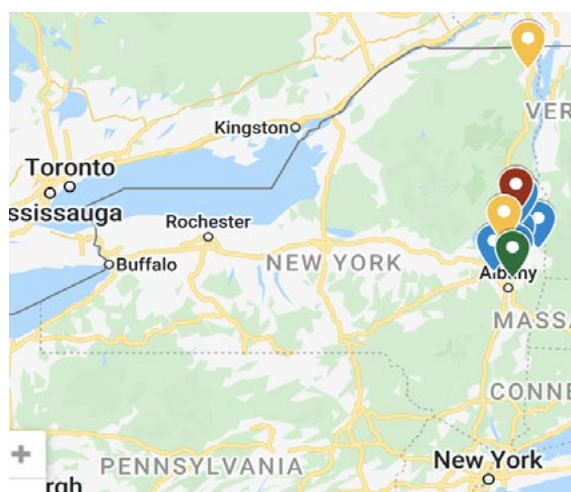
“When our teachers are working with a resident, they grow and learn from unpacking everything they are doing.”

~ District leader



Return on Investment

- Improves student:educator ratio for improved learning outcomes
- Provides continuity of instruction when residents substitute for their own Attending Teacher
- Resident substitutes 40 days in their certification area during the second semester of the second year
- Provides opportunities for metacognition and reflection to improve practice for lead teachers



Results

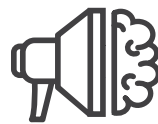
Classroom Academy reengineers systems to integrate new program design, new fiscal arrangements, and new partnership agreements. It deliberately leverages the unique strengths and roles that each partner brings to this very complex task. Further, Classroom Academy has been able to kick-start its sustainable funding model by providing step-in foundation funding as a one-time upfront investment. This focus on improving teacher preparation, with all stakeholders, and positively impacting student learning by establishing a learning system strengthens program sustainability, broadens pipeline access, and produces higher-quality educators. Classroom Academy provides district co-sponsors with well-trained early career teachers, familiar with district programs, priorities, and context which benefits student learning and reduces the likelihood of high turnover rates with the subsequent cost. The placement experience provides new hires with highly relevant, site specific experiences intensifying the positive impact on students.



photo credit: GRPNY

Administrator

“When our teachers are teaching a new teacher, everyone is learning.”



Parent

“As a parent, I have been so grateful for the differentiation afforded through this program.”



Attending

“Having a resident has impacted my practice and planning. Makes me explain intentionality, decisions, and what worked and what didn’t. What we could do differently next time.”

Graduate

“Now that I’ve started my career, I see all of the value of being in the district and being in the program. I know things that I wouldn’t have known, there is no ‘catch up’...I can just focus on teaching my students.”

- ▣ Increased academic learning
- ▣ Positive parent and student perceptions
- ▣ Accessible by career changers as evidenced by enrollment
- ▣ Strong employment rate

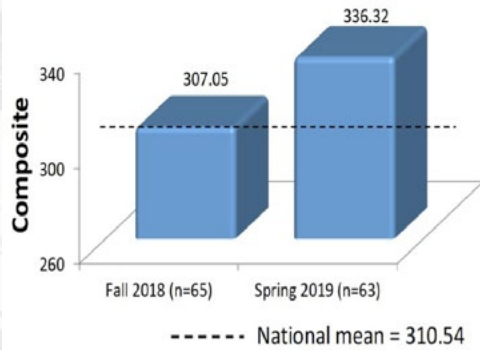
- ▣ High career retention
- ▣ Establish strong professional networks
- ▣ 360 degree view of and experience in the profession
- ▣ Improved practice for all educators involved

Creates a strongly interwoven learning culture within multiple systems around the preparation, practice, and responsibilities of classroom educators.



Student Perception

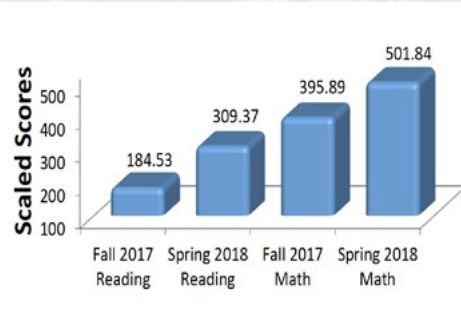
Figure 2. Composite Score for all Elementary Resident Teachers from Fall 2018- Spring 2019



Tripod Survey Results



Academic Growth



Sample Star Tests for Reading and Math

Report Conclusion: Every resident classroom, for which Star data was available, showed significant and substantial improvements over time in both Reading and Math. This effect was consistent across different school districts and grade levels.



...[F]uture teachers need to be trained in the best possible manner to deliver quality teaching to their future students. Indeed, opportunities to learn during teacher education contribute to specific types of teacher knowledge. That knowledge has an effect on the teaching strategies adopted by teachers and the quality of their instruction (Blömeke, Gustafsson and Shavelson, 2015[15]), which are, in turn, significantly related to student achievement (Baumert et al., 2010[16]; Hill, Rowan and Ball, 2005[17]; Kersting et al., 2012[18]).



~OCED, 2018 TALIS

95 % ↑

3 Year Retention Rate

Residents trained in the Classroom Academy Apprenticeship Residency program have been retained in the education profession at a 3 year rate of 95%. This is well above the national average.

According to the Learning Policy Institute (2016), the 3 top reasons new educators cite for job dissatisfaction and leaving are:

- Inadequate preparation
- Lack of support for new teachers
- Challenging working conditions

5x ↑

Increased Time with Students

Classroom Academy provides resident Apprentices with 2700 hours of on-the-job training and experience. This is a tremendous increase over traditional 15 week student teaching placements. This contact time enhances student learning in the classroom and the candidates learning and application of skills.

A new teacher prepared in the Classroom Academy program is classroom-ready and experienced with the school's community, personnel, norms, protocols, instructional priorities, and curriculum resources.

Spanning Systems

Planning



photo credit: GRPNY

“On a national level, the U.S. Bureau of Labor Statistics estimates that more than 270,000 public school teachers will leave the profession each year between 2016 and 2026. Those figures are being quickly accelerated by aging teachers who have been driven to retire early in part because of the pandemic.”

~Torpey, 2018

Bridging the complexity of teacher preparation begins with identifying the many systems that need to work together, including Institutions of Higher Education, P-12 districts, state education departments, education service agencies, as well as state and local unions. These underlying partnerships each require careful consideration to successfully integrate their fundamental cultural, philosophical, and communication differences. In order to build successful, robust, mutually beneficial partnerships, these aspects of the systems must be addressed up front.

As the program operator, IHEs traditionally decide program design and the level of partner involvement, yet it is the districts that employ those candidates as teachers. Classroom Academy brought shared planning, thinking and efficacy to the new program design and partner involvement. The planning process brought the stakeholders to the table to integrate the systems. Addressing the integration of these systems results in higher district confidence, as candidates develop the needed knowledge around district priorities through the application of learning. In Classroom Academy, districts have much more input into teacher preparation and shaping the teacher pipeline, since local district monies are used to fund the residency placements. This shared responsibility and development of shared efficacy for the residency placement has prompted the IHEs to be more responsive to local district needs. It has also allowed Classroom Academy to span multiple IHE partners.

Traditional teacher preparation programs require the candidate to negotiate the role of each individual player across both the IHE and district systems - diverting time, focus and energy from learning to teach. The Classroom Academy coordinates these separate entities and provides a seamless foundation for the candidate to focus on mastering the art and science of teaching, while working within the school and local community to improve student learning.

An Example of Shared Learning: Recognizing the Importance of Open Communication

The two aspects of the program, on-the-job experience and academic learning, needed to be able to share information about residents' performance. This proved difficult during the first year of Classroom Academy without the necessary formal releases from the residents in place. This missing piece was discovered when a resident, who was not performing academically, was called to a meeting with higher education. However, the classroom teacher and program were not informed as to the difficulties or given the opportunity to provide input and feedback on the resident. When this was

discovered, it became apparent that the resident was experiencing similar challenges in the placement setting as in the higher education academic coursework. Going forward, language was added to the resident's agreement to allow an open flow of communication between all facets of the program, regarding all aspects of the candidate's performance. This adjustment has proved extremely beneficial in identifying residents' needs and meeting those needs through a continuous feedback loop.

An Evolution of Thinking

The unique facets of each partner's system came into clearer focus through the 2 year planning process. It also became apparent that to scale across the state, other agencies not typically involved in teacher preparation needed to engage. In effect, the program design matched the concept of a traditional apprenticeship model because it incorporated intense experiential learning under the guidance of a professional and supported by related instruction. Further investigation revealed that formally registering with the NYS Department of Labor, as an Apprenticeship, would provide access to additional resources to support residents, districts, and Institutions of Higher Education. As a result, the next phase of the program redesign was to become a registered Apprenticeship. This first required an understanding of the new system and mapping the potential impact. These were some important considerations:

A Find Commonalities in Language

“That which we call a rose by any other name would smell as sweet.” The language of each partner system is unique, yet what they describe is often the same. It is important for organizations to crosswalk terms, and for partners to remember to “translate” when needed to the audience. Consider when writing to the [Department of Labor](#) or [Department of Education](#) the terms: [Apprentice/ Resident](#), [Journeyworker/ Lead Teacher](#), [On-the-Job training / field experience](#) or [clinical placement](#), [Related Instruction / associated IHE coursework](#) are used.

B Recognize the Differences in the Systems

Different state agencies operate differently. Check out each organizational chart and preferred pattern of communication. It will also help to get to know the people you will be working with in both systems. Like getting to know students, it is extremely important to build relationships, know the people in the roles, their expectations, leadership or learning styles and preferred mode of communication. Investing the time into the development of these relationships will inform your thinking in each individual system as well as help identify convergences and overlap.

C Plan for the Learning Curve

Learning takes time so don't underestimate the curve. Plan for time to get to know the new system and how it might interact with the original system with which you've been working. There may also be missteps, so should that happen, take the time to analyze the impact and reflect on both next steps and what you will do differently next time. Be patient and kind to yourself and others. This is a new experience and not everyone will embrace change. It is here that having built those relationships will really matter.

D Supplement, not Supplant

No organization or system likes to be sidelined, so be careful that as you span the two (or more) systems that traditional roles and responsibilities are honored and new work is clearly and carefully discussed and divided. In some cases, you may need to educate system partners as to the work of the other system. Take the time to bring along their understanding of how these two (or more) organizational structures will work together.

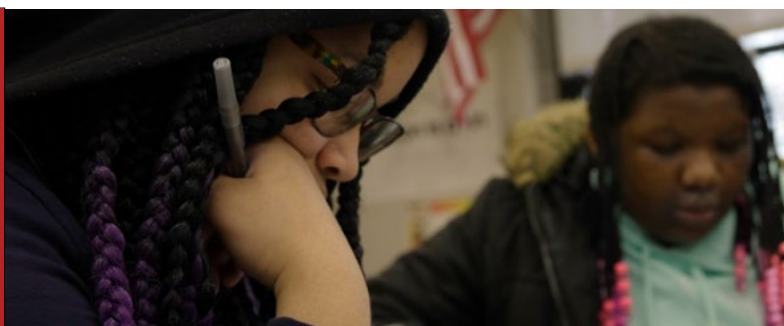
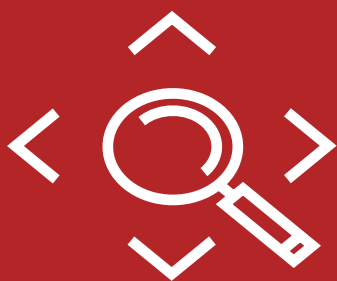


photo credit: GRPNY

CASE STUDY



The NYS Commissioner of Labor approved the new title TEACHER with Associated Competencies and NYS Education Department authorized the Related Instruction required for Apprentices to earn initial teacher certification.

The Department of Education and the Department of Labor in any state speak in different vocabulary. In order to span the two systems and bridge access to both, the residency must develop a working understanding and crosswalk of the language used by each.

The design of an Apprenticeship combines paid on-the-job training with related instruction to prepare workers for highly skilled careers. Leveraging the new TEACHER title (created by the Department of Labor) to support residencies has the potential to greatly impact teacher recruitment, preparation, and retention.

Apprenticeship funding, grant or program, can support tuition costs as related instruction or, for other programs, possibly offset a portion of the wages for time spent in the classroom. The model is highly replicable

across the nation as it uses widely available federal and state funding sources and existing organizational structures such as school districts, unions (if applicable), and higher education institutions. It's uniqueness as a program design lies in the innovative repositioning of roles of the myriad partners that have traditionally been involved on the periphery of teacher training, and in accessing previously unconsidered and untapped funding resources.

As a Registered Apprenticeship Program, Classroom Academy can access additional state and federal funding streams through the partnership with the NYS Department of Labor. Classroom Academy was recently awarded an Apprenticeship Expansion Grant to offset a portion of graduate tuition costs for residents/Apprentices. This strategy supports partnering IHEs and reduces the burden of student debt for candidates, which is a critical feature for expanding equitable access.

“The model is highly replicable across the nation as it uses widely available federal and state funding sources and existing organizational structures such as school districts, unions (if applicable), and higher education institutions.”



APPLICATION OF RELATED INSTRUCTION IN ON-THE-JOB EXPERIENCE

The Resident/Apprentice participates fully in the classroom and school community as it relates to both instructional and non-instructional duties. They hone their practice around attention to students needs, knowledge of content and planning, instructional practice, learning environment, assessment, integration of technology, and collaboration with colleagues, family, and community -- developing and growing into an experienced, reflective practitioner.

Breaking new ground, Classroom Academy bridged the NYS Education Department and Department of Labor, created a new Apprenticeship title (Teacher), and registered under that title as an Apprenticeship program to provide access to new financial resources. This Registered Apprenticeship program was the first of its kind to lead to state teacher certification.



photo credit: GRPNY

The NYS Apprenticeship for the TEACHER title is competency based. The Competencies of this Residency Apprenticeship are met through both the successfully completion of IHE related Instruction and the daily work, across the 180 school year calendar for 1 or 2 years (totalling a minimum of 1,200 hours and up to 2,800 hours), in the assigned classroom, alongside the Attending Teacher/Journeyworker.

Some things to know about state or federal level competency based Apprenticeships:

- They are premised on attainment of demonstrated, observable and measurable competencies.
- Apprentices may accelerate the rate of competency achievement or take additional time beyond the approximate time of completion.
- The created training outline is a minimum standard for On-the-Job Training/Work Processes and Related Instruction.
- Apprentices in this Competency-Based Program shall participate in no fewer than 1,000 documented hours of on-the-job training.
- Changes in technology and regulations may result in the need for additional on-the-job or classroom training.

“With the district so invested, even the principal wanted to know what I was doing in my coursework. Little things like that make a big difference.”
 ~ 2nd year resident

By leveraging the district-provided living stipend and DOL support for related instruction (tuition), this model provides greater access into the teaching profession for teacher candidates, including untapped or underemployed human resources such as paraprofessionals and uncertified substitute teachers currently working in school systems.

Sharing the preparation of future educators creates collective efficacy by mending the existing, highly fragmented ecosystem and developing a will to change. It harnesses the deep knowledge and perspective of each partner to ensure the wisdom is in the room to shift from a compliance orientation to a learning culture: identifying complex problems, creating transformative mechanisms, and successfully deploying them to disrupt and re-engineer the existing system.



The more time residents/Apprentices spend in the classroom, the more students benefit. The model of requiring teacher candidates to remain in the district funding the residency is counterproductive as it does not honor or value of the work being done during the placement itself.

Registering an Apprenticeship



photo credit: GRPNY

Registered apprenticeship is a formal training relationship between an employer and an employee. It is for a specific period of time. It combines hands-on work experience and classroom instruction. This leads to professional, independent, skilled workers.

~
NYS Department of Labor

What value does it add?

- Solidified partnerships between employer, union (if applicable) or community organization, Apprentice, and Higher Education or other related instruction provider.
- Access to funding to support Apprenticeship placements through the offsetting of wages or related instruction.
- A nationally recognized Department of Labor Certificate of completion, honoring the work experience and on the job training received.

Wage or Related Instruction Assistance

Registering an Apprenticeship with the Department of Labor provides access to funding to offset costs for Apprentice wages or related instruction. The employer (or district) **must commit to pay at least minimum wage**, and typically Apprenticeship grant dollars can only reimburse for up to 50% of that funding. This is important as this living stipend will allow teacher candidates to spend the time needed in on-the-job training in addition to coursework or related instruction. It can also be used to reduce the cost of related instruction so new teachers do not enter the workforce faced with overwhelming student debt.

“It is amazing to see my learning connect directly with my students in the classroom.”

~Resident/Apprentice

6x

Recruitment

Increase in candidate applicants ⁽ⁿ⁼³⁶⁾ during the first year of Apprenticeship Registration. This was followed by a 4x increase in matching and placements since registering and providing tuition assistance for related instruction.

Advantages of Registering an Apprenticeship

- **PIPELINE**
Increased recruitment and training with students, embedded in district context, goals, and priorities.
- **COST SAVINGS**
Reduced costs for learners, increased application of learning and reduced turnover.
- **QUALITY WORK**
Structured, consistent training leads to an effective educator workforce.
- **SATISFIED WORKERS**
Increased retention and attendance, workers with reduced student loans who immediately get a good-paying job and earn while they learn.
- **CREDIBILITY**
National industry recognition of skills and credentials.

~NYS Dept. of Labor, 2020

Navigating the Process

A State level Department of Labor can be a branch of the federal office or a state office. The states with federal offices utilize the federal registry of occupation titles and parameters for those titles set forth by the federal government. State offices can utilize those titles or create their own with their own definitions.

Office of Apprenticeship indicates a federal office and State Apprenticeship Agency indicates a state level office.

Which type of office is your state?
You can find [out here](#).

US DOL, 2022

November 2021, the United States Department of Labor Recognized a new occupation title for Apprenticeship:



K-12 Teacher
O*NET-SOC Code: 25-3099.00
RAPIDS Code: 3024CB
Type of Training:
Competency-Based

01 Reach out to the Apprenticeship office in your state Department of Labor or visit their website. Staff can explain the process and regulations.

All Registered Apprenticeships must include the employer as a sponsor. In addition, other additional employers or associations of employers can join as co-sponsors, including state or local level union affiliates (if work conditions or salary are collectively bargained),



photo credit: GRPNY

02

Select the trade title: K-12 TEACHER on the federal registry (see above) or it can be created on the state level, which will require the development and approval of competencies/skills and necessary related instruction along with approval of the state Commission of Labor.

03

Complete the registration application packet (Federal offices this is done online through Standards Builder). Determine the type of program (individual, group, or joint). DOL staff will be available to answer questions either through an on-site visit or virtually.

04

Establish the related instruction providers. This will most likely be educator preparation programs. Note: a program application can span multiple related instruction providers or Institutions of Higher Education.

05

Information about a new program is posted online to ensure transparency for 30 days. During this time, DOL staff members review applications to ensure applicants are in compliance with labor laws, (including Affirmative Action).



Approval

The approval process takes two to four months, but will vary in length depending on individual circumstances. Approval is typically probationary with the program needing to register an Apprentice within the first two years.



Launch

Once approved, the program can start completing all necessary paperwork to advertise, post, interview, score, and then register Apprentices into the program.



Monitoring

Local apprenticeship staff will monitor each program twice per year to provide technical assistance and make sure sponsors are in compliance

US DOL, nd

Voices from the Field

Attending Teacher

“Classroom Academy being a two-year program versus six weeks, makes a huge difference because in the traditional program, by the time the resident gets to know the population, gets to know the needs and form that relationship with the kids, they’re gone. So with the Classroom Academy they can really form meaningful relationships with the students, and with the adults in the building. They can see student accomplishments, they can really see things from start to finish and how far students have come and the growth that students have made. For me, my resident has had some great feedback. It’s really helped me craft my lessons to make them more engaging for students. And if I’m out for any reason, everything just goes along as planned. The hardest part will probably be after next year, when they leave.”

Resident:

“Before this I did not realize how difficult it was to be a teacher. It’s a lot of work. Candidates are truly not going to get as much experience in any other program. With grad classes and being in the classroom, it’s a lot of time management but the outcome is definitely worth it. You are honestly not going to get a better experience using what you are learning and then implementing it in an actual classroom. I’ve learned strategies from my college courses that then the next day I’ve been able to go into my classroom and try and see what worked and what didn’t. I mean two years in the classroom I’ve grown more than I could possibly imagine as a teacher and I feel completely confident going into my first year of teaching next year prepared and well equipped with my skills developed over the past two years. I’ve been able to figure out how to manage and how to plan for individual students more effectively as well as the class as a whole. Although importantly, I think I’ve really realized that even though you plan a day to the ‘T’, it never goes that way and you have to adjust based on what your students are feeling and what they need. That has really changed my perspective. I now know I can come into these kids’ lives and change them. And that feeling makes me want to teach forever.”

“Our partnership with Classroom Academy gives our candidates the opportunity to integrate what they are learning in their academic courses into their classrooms with their students immediately. Theory and practice come together in real time. That is priceless.”

~IHE faculty



“The teaching profession preparing them well. The are pleased that the teach that lies ahead of them.”

~New York



photo credit: GRPNY

Administrator:

“By having Classroom Academy, it helps us have teachers with multiple perspectives, ideas, experiences, and backgrounds that can engage multiple groups of students. And when you have committed adults in front of kids and in front of other teachers, there is nothing more you can ask for. It allows our staff to be very reflective about their practice and have great pride in the teachers they are bringing along. So if you just want to talk about the value for our kids, every way you look at it, this program almost pays for itself. It is a whole new beginning for teacher preparation as these candidates are truly ready on Day 1 in their own classrooms.”

Parents:



- I think the program is a great opportunity for the resident teacher as well as the students.
- The extra help in the classroom helps give students the one on one time they need.
- I think the teacher residency program is a great program. My daughter has done so good this year and I believe it was because of this program.
- The program worked wonders! Enough where my son excelled enough to be pulled out from IEP.
- My child loved having a resident teacher in the classroom!
- I've been thrilled with my child's growth in math and reading this year. My gratitude to the whole team.
- I think it is invaluable to the candidate's preparation to be placed in a classroom for such an extended period of time. It has also provided so much consistency for students all year.



is a challenging one and the way we can retain teachers is by benefits of Classroom Academy really speak volumes and we ers coming out of this program will be prepared for the career

State United Teachers, Executive Vice President *My child loved having a resident*

Glossary of Terms

LABOR TERM WITH EDUCATION TERM OR EXPLANATION

Apprentice: are full-time paid employees who produce high-quality work while they learn skills that enhance their employment prospects. They are paid on a graduated scale; this assures that salary reflects the degree of skills achieved.

Teacher Candidate: these are individuals enrolled in a registered teacher preparation program, that are placed full-time in a classroom setting and working 1:1 with a lead teacher (journey worker)

Apprenticeship: A program registered through the State Commissioner of Labor. An individual or group employer (district), employer/union partnership, or intermediary whom provide the necessary on-the-job training and related instruction (IHE program) for the Apprentice(s).

Journeyworker: Experienced employee or union member that oversees and guides the work of the Apprentice in the on-the-job (OJT) placement. This term applies to the experienced teacher that will provide the OJT guidance and mentorship to the Apprentice (cooperating teacher, lead teacher, etc).

On-the-Job-Training (OJT): Time spent in the placement working directly with the journeyworker (teacher-of-record). This can be time spent directly with students or doing other aspects of the job (planning, meetings, etc) as outlined in the collective bargaining agreement. In education often called: field placements, student teaching, residency or clinical placements.

Related Instruction (RI): Apprentices are required to take a minimum of 144 hours of related instruction per year. In NYS, the title TEACHER requires: the related instruction requires enrollment in a NYS registered teacher preparation program for coursework which meets section 52.21 of the Commissioner's Regulations and usually is provided in 45 hour (or 3 credit) courses. The Apprentice must complete all requirements for the teacher prep program to be eligible for the program recommendation required for the competency assessment, including all NYS certification exams. Mandatory workshops can be provided by the district/BOCES or IHE or approved 3rd party. (See Appendix B for specific requirements)

Ratio: as defined by the new title, refers to the number of Apprentices assigned to Journey workers. In NYS, 1:1 is the ratio for the Teacher title, meaning each candidate (Apprentice) will be with (at least) 1 teacher (Journey worker).

Competency Based: Apprentices complete a minimum of 1,000 hours of on-the-job training in any areas of the training outline. Apprentices register for at least 144 hours of related instruction. Apprentices participate until they have shown competency for each skill in the training outline. Competencies are demonstrated through both written and hands-on assessments.

Time Based: Includes 2,000 hours minimum of on-the-job training and 144 hours minimum of related instruction per year. (NA)

Hybrid: This is a combination of Time-Based and CompetencyBased approaches. Apprentices must complete a minimum of 1,000 hours of on-the-job training, however, this includes a minimum number of training hours for each skill/task prior to testing. (NA)

Appendix A: aspect of the Title that describes the competencies the Apprentice must meet and hours required through the Apprenticeship.

Appendix B: aspect of the Title that describes the related instruction and assessment(s) needed for the competencies. NYS requires enrollment in a NYS registered teacher preparation program and mandatory workshops provided by the district/BOCES, the IHE, or an approved 3rd party.

Title: the title the apprentice will receive once successfully completing the program. TEACHER

Wages: pay received for work done in the placement by either the Apprentice or Journeyworker. Monies provided to the resident/teacher candidate/Apprentice or teacher/journey worker. Wages must reflect at least minimum wage and increase once during the course of training through the Apprenticeship

Graduated Scale: reflects incremental pay increase over time as new skills or competencies are developed. The wage/stipend of the Apprentice must show at least one incremental increase over the course of the placement.

144 hours: The minimum number of related instruction hours required per year.

Employer: The organization (in this case school district or BOCES) employing and paying the Apprentice for work performed.

Union (State or local level): If the Journeyworkers are organized and collectively bargain, the Apprenticeship (in order to register) must have either co-sponsorship or sign-off on the program registration.

Sponsor: Organization (employer[s] or intermediary) coordinating the Apprenticeship program.

Funding Accessible Once Registered: As a registered Apprenticeship with the state DOL, the sponsor may apply to funding programs through various state & federal sources. Current NYS funds include: Apprenticeship Expansion Grant (AEG-2), Apprenticeship State Expansion (AES), SUNY AIM.

Apprenticeship Registration Timeline Note: When the Registration forms are returned to and posted by DOL, applicants (to register an Apprenticeship) may complete and submit the grant application. No funds can be forthcoming until the Apprenticeship is contingently Registered.

OTHER IMPORTANT TERMS: Types of Programs

Individual Non-Joint Program: one employer sponsor w/out union co-sponsor
(if employees are represented by a union, the union can review and provide comments to the program)

Individual Joint Program: program is co-sponsored by one employer along with the union which represents the employees.

Group Non-Joint Program: sponsored by an association or group of employers w/out a union (if employees are represented by a union, the union can review and provide comments to the program) A list of participating providers is given to DOL and new employers can join or leave at any time. Apprentices can work in any of the participating employers and can rotate. The association has a BOD or other governing body that acts as the program sponsor.

Group Joint Programs: Programs are sponsored by an association or group of employers with a union. They create a Joint Apprenticeship Committee (JAC)-an equal number of employer and employee representatives. Acts as the program sponsor. A list of participating providers is given to DOL and new employers can join or leave at any time. Apprentices can work in any of the participating employers and can rotate.

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Case Study



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