



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

Proposed Residency Program Registration Requirements and Residency Certificate Changes

April 11, 2022

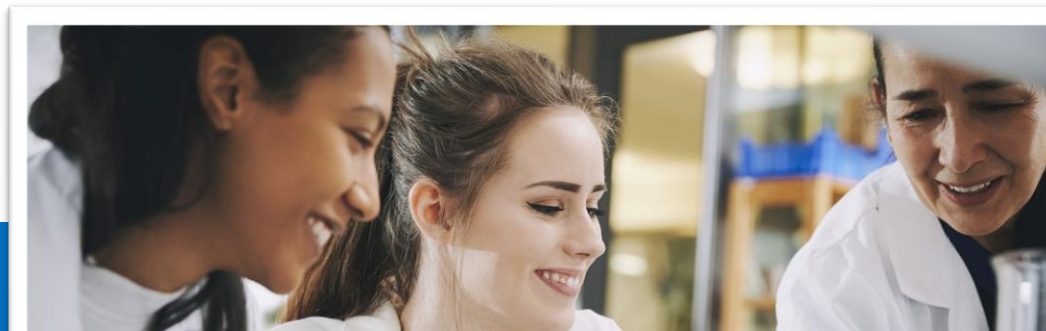
Residency Programs and Certificate

Current

July 2017: Residency Certificate created for candidates enrolled in the Classroom Academy Residency Pilot Program.

Proposal

- Establish registration requirements for residency programs; and
- Candidates enrolled in a registered residency program are eligible for the Residency certificate.



Proposed Residency Definition



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

New Residency Program Registration Requirements

Some of the proposed registration requirements include:



At Least
One
Academic
Year

At Least
1,000
Hours

Certified
School-
Based
Teacher

Additional
Certificates

Residency Certificate Requirement Changes



ELIGIBILITY
REQUIREMENTS



SCHOOLS,
DISTRICTS, AND
BOCES



NOT TEACHER
OF RECORD



EXPERIENCE FOR THE
PROFESSIONAL CERTIFICATE



EXPIRATION
DATE



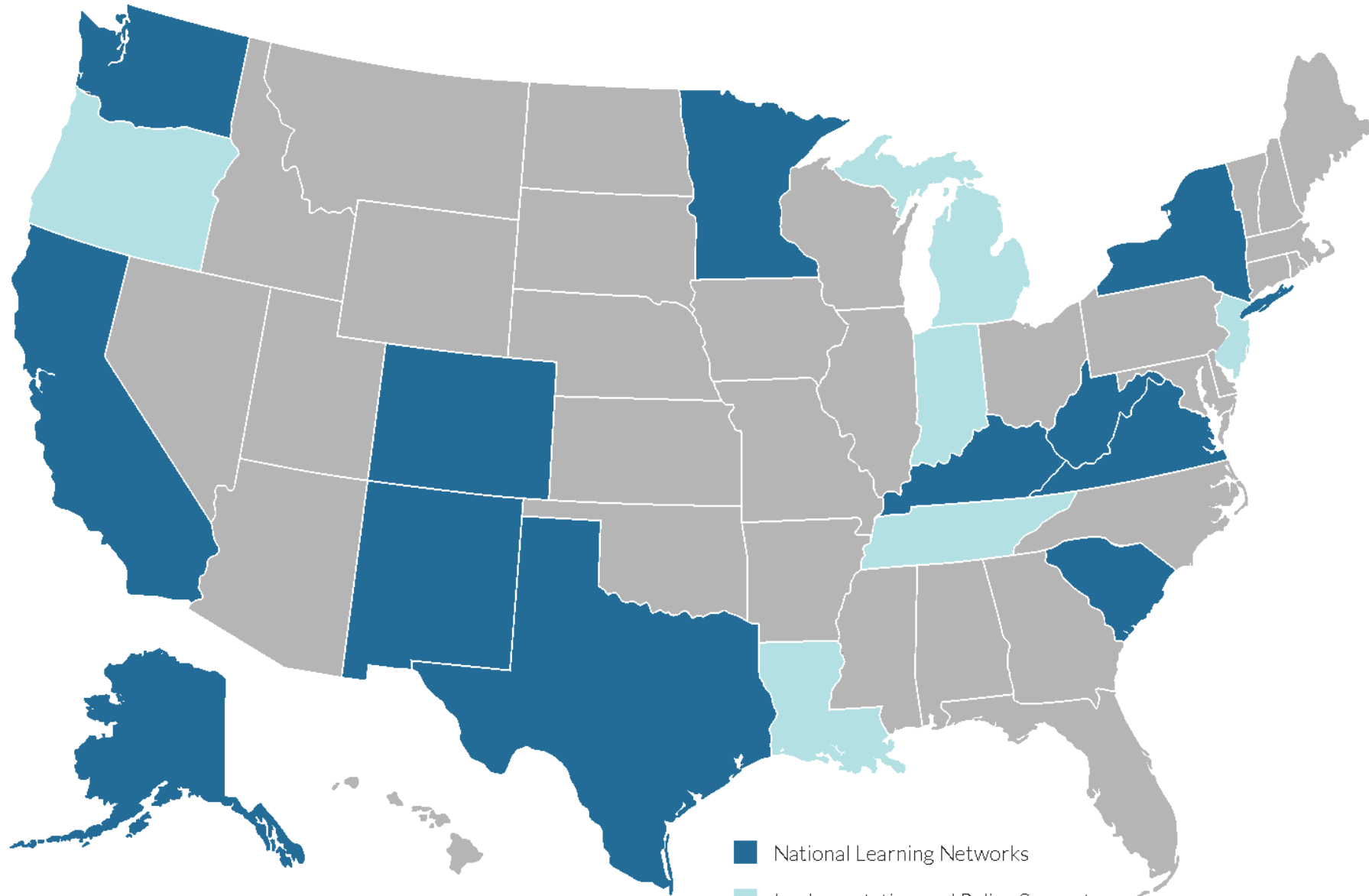
Teacher Residencies

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NEW YORK STATE
P-20 COLLABORATIVE

Prepared To Teach: Six Years Supporting Research, Policy, and Implementation of Sustainably Funded Teacher Residencies



A Brief Summary of Teacher Residency Benefits

QR Code: Details and Financial Modeling for New
York



Teacher Residencies Improve Teacher Retention and Diversity

90%

Remain in the same school in their third year

80⁺%

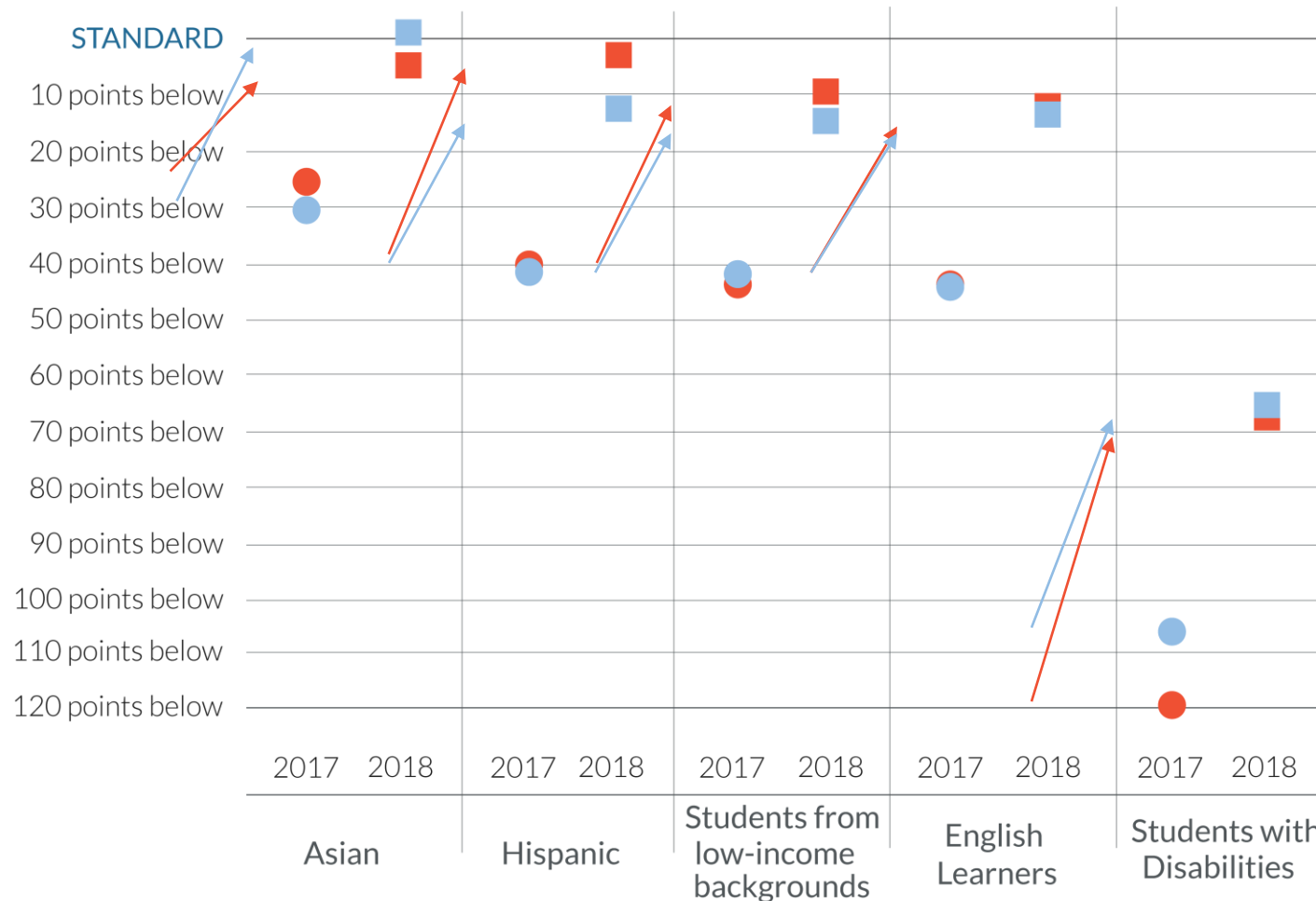
Remain in the district at least 5 years

2X

More likely to be from diverse backgrounds

Well-Designed Teacher Residency Partnerships Can Improve Instruction

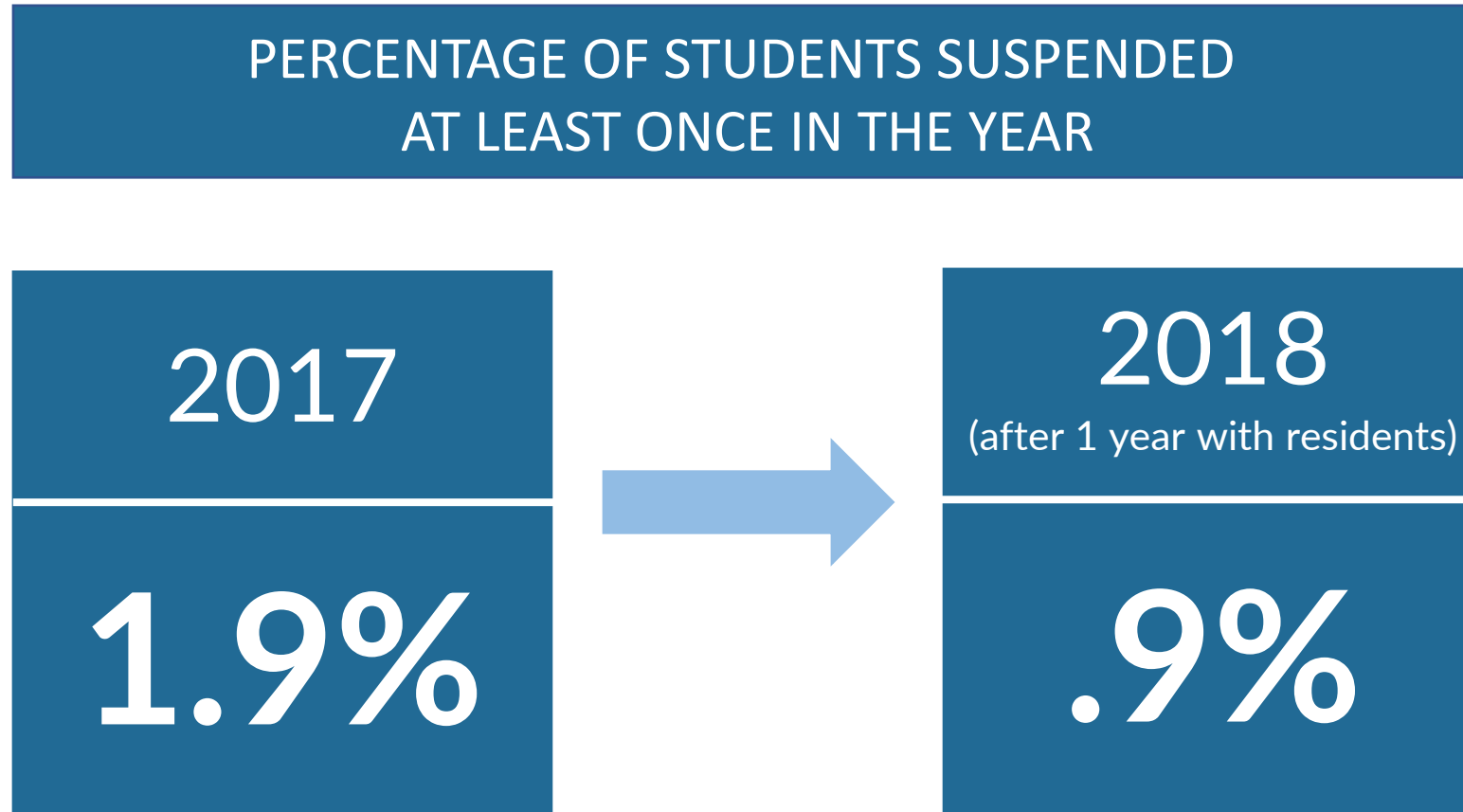
TEST SCORES BY POPULATION AFTER ONE YEAR WITH RESIDENTS



SUBJECT TEST COLOR KEY

- ELA 2017
- ELA 2018
- Math 2017
- Math 2018

Having Residents in Classrooms Can Support Student Development and Promote Equity



DeMoss, Karen, and Brigid Brennan. [“Making Teacher Preparation Policy Work: Lessons from and for New York.”](#) New York, NY: Bank Street College of Education, Prepared To Teach, March 2020.

Teacher Residencies Form the Backbone of Robust Grow-Your-Own Systems



1. Dual credit high school program
2. Paraprofessional role + AA degree
3. College coursework
3. Teacher residency

All articulated for seamless progression and timely degree completion

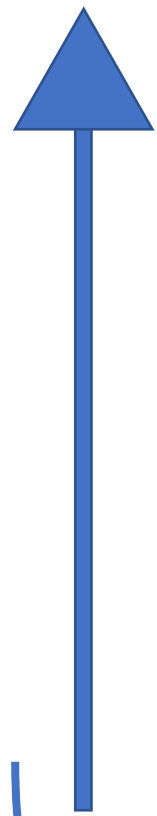
Teacher Residencies Offer Mid-Career and Veteran Teachers Meaningful Leadership Roles

Capacity to engage more deeply in broader school-level initiatives as residents build their skills



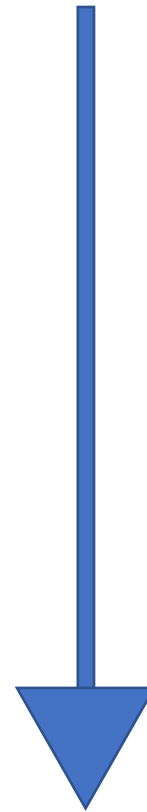
New roles as school-based teacher educators who work closely with faculty to guide residents' development

Plusses and Minuses of Residencies



Improved Outcomes (+)

Quality instruction
Mentor teacher skills
Student & teacher attendance
Teacher diversity
Graduation rates
College readiness
School culture



Reduced Occurrences (-)

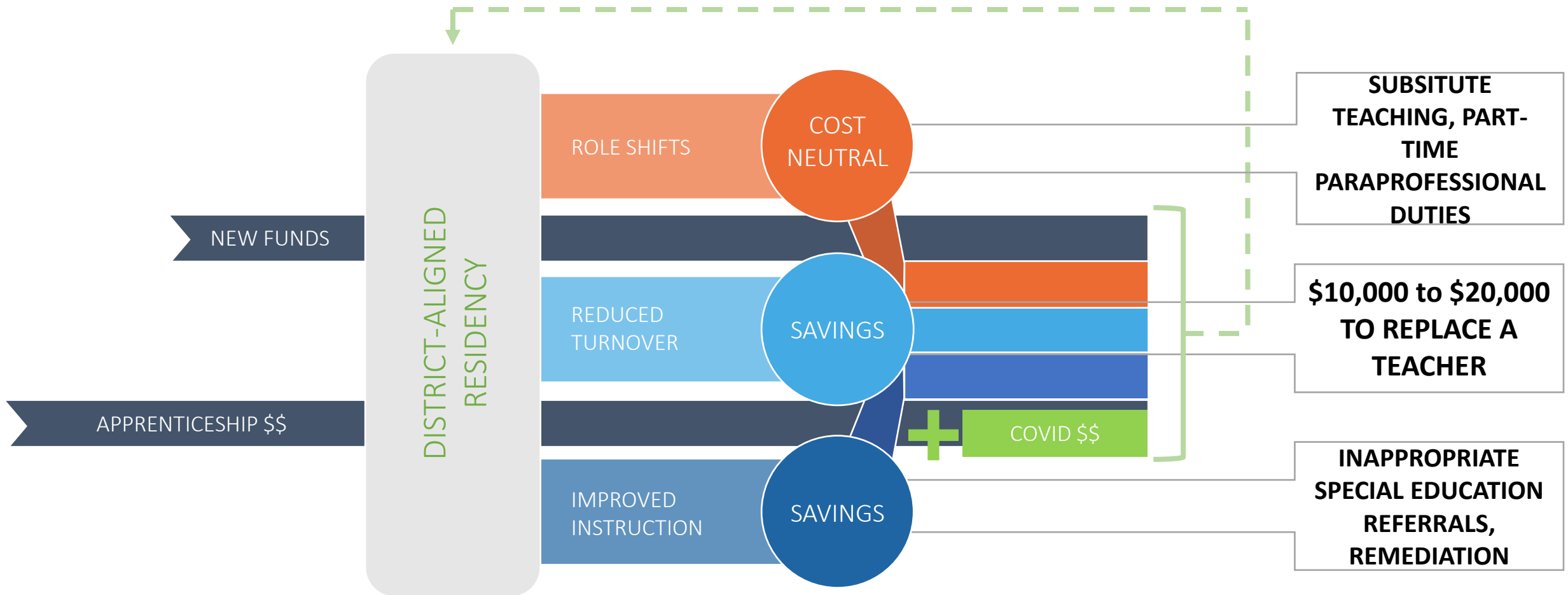
Remediation—summer school, tutoring
Inappropriate special needs referrals
Grade retention
Teacher turnover
Behavioral issues and suspension
Truancy
Dropouts

Exploring Finances for Teacher Residencies

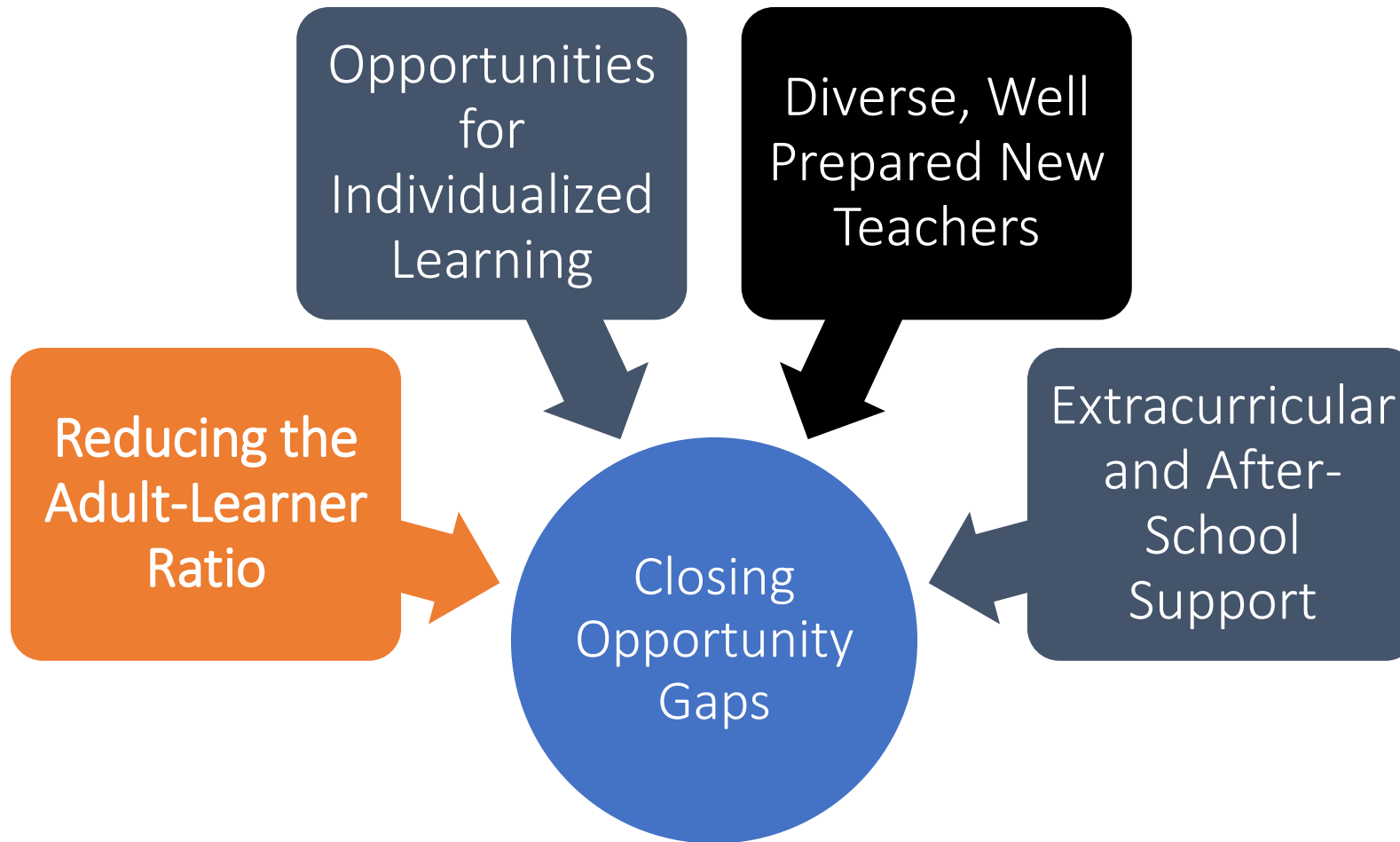
(Again) QR Code: Details and Financial Modeling for New York



Braiding Resources Across the State's Education Funding Sources Can Sustainably Fund Residencies



Using ESSER Dollars: How Residencies Fit



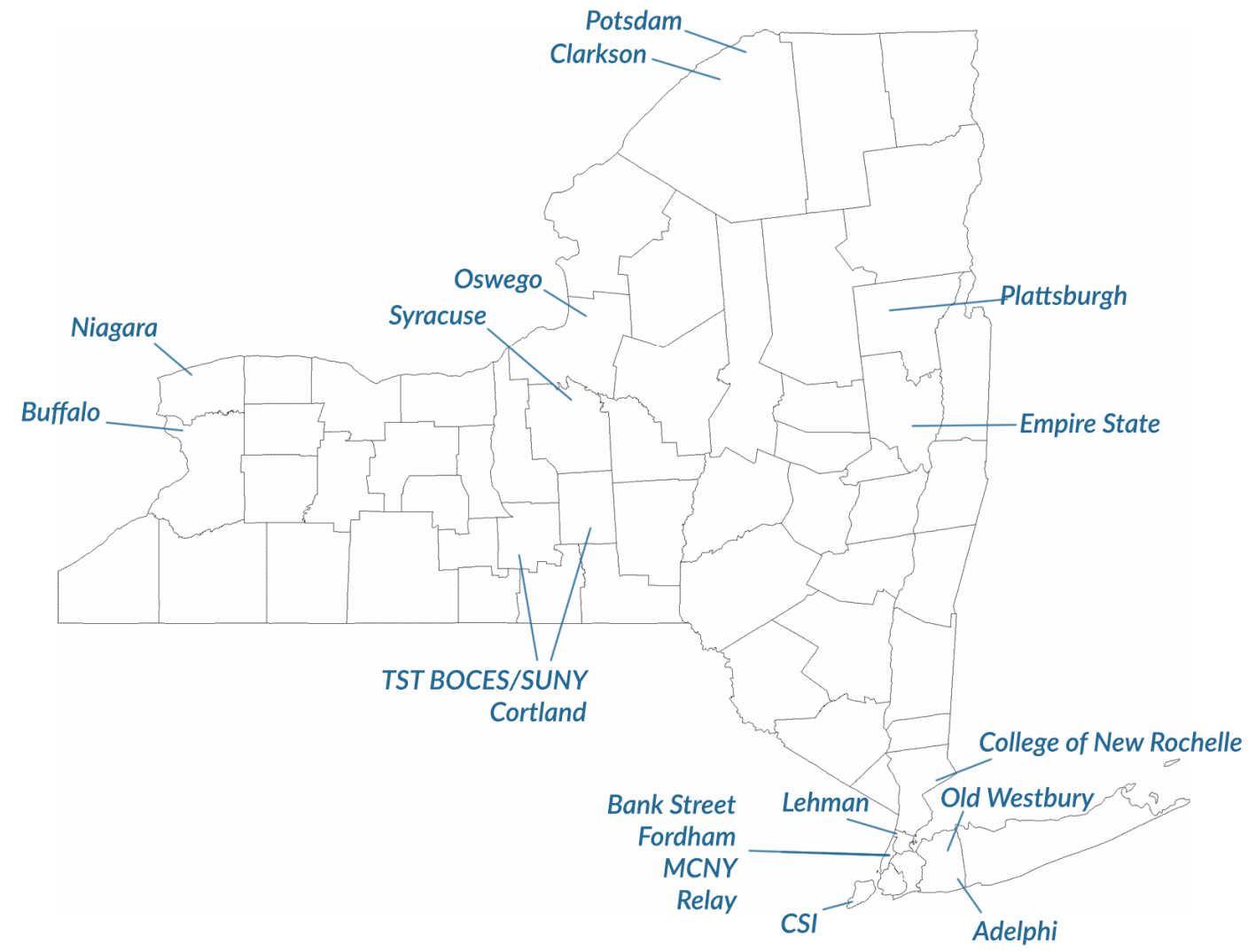
NEW YORK STATE P-20 COLLABORATIVE

Educators committed to building and communicating a vision for the future of the profession via collaborative, inclusive conversations

2018 SEED Grant

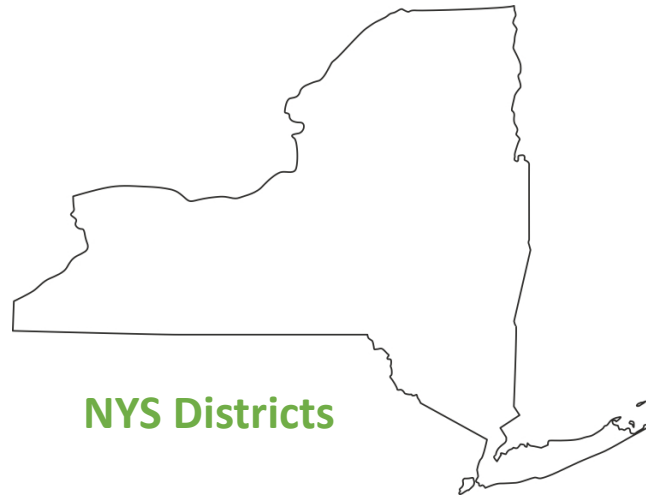
21 districts + 2 BOCES
partnered with 17 programs

- | | |
|----------------------------------|------------------------------------|
| Adelphi University | Niagara College |
| Bank Street College of Education | Relay Graduate School of Education |
| Clarkson University | SUNY Cortland/TST BOCES |
| College of New Rochelle | SUNY Old Westbury |
| College of Staten Island | SUNY Oswego |
| Empire State College | SUNY Plattsburgh |
| Fordham University | SUNY Potsdam |
| Lehman College | Syracuse University |
| Metropolitan College of NY | University at Buffalo |



NEW YORK STATE P-20 COLLABORATIVE

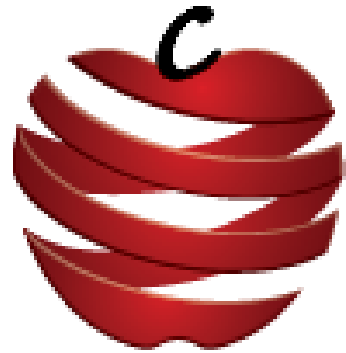
Members from All Sectors Engaging Policy Discussions



Report

*Making Teacher
Preparation Policy
Work: Lessons From
and For New York*





CLASSROOM ACADEMY

Residency and NYS Registered Apprenticeship

Classroom Academy Background

- Two-year paid residency
- Multiple partners
- Operates under a BOCES Contract for Shared Services
 - May 2019 - Search for additional funding sources



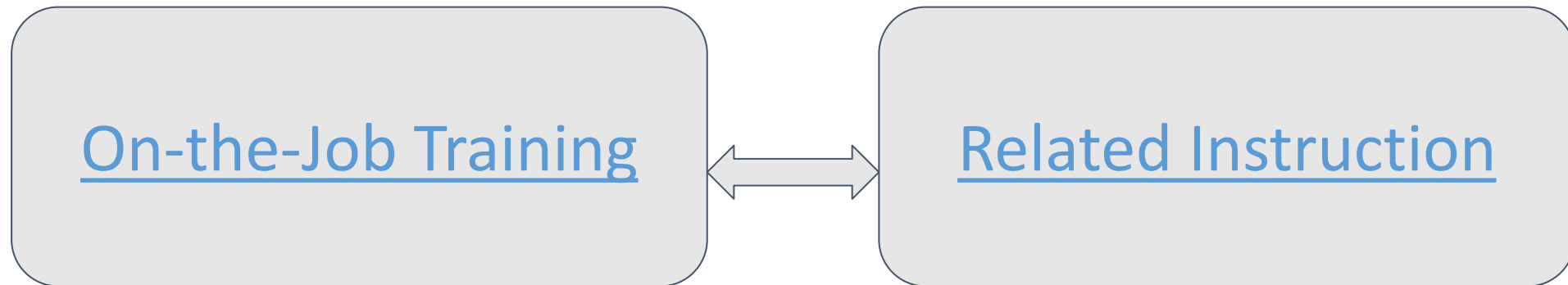
NYS Registered Apprenticeship

Apprenticeship Created

New Department of Labor apprenticeship title:

TEACHER

The descriptions include:



The *Classroom Academy* was approved and registered 22 Apprentices for September 2021.

Apprenticeship Requirements

On-the-Job Training



1200-2400 hours



Meets competencies

Related Instruction



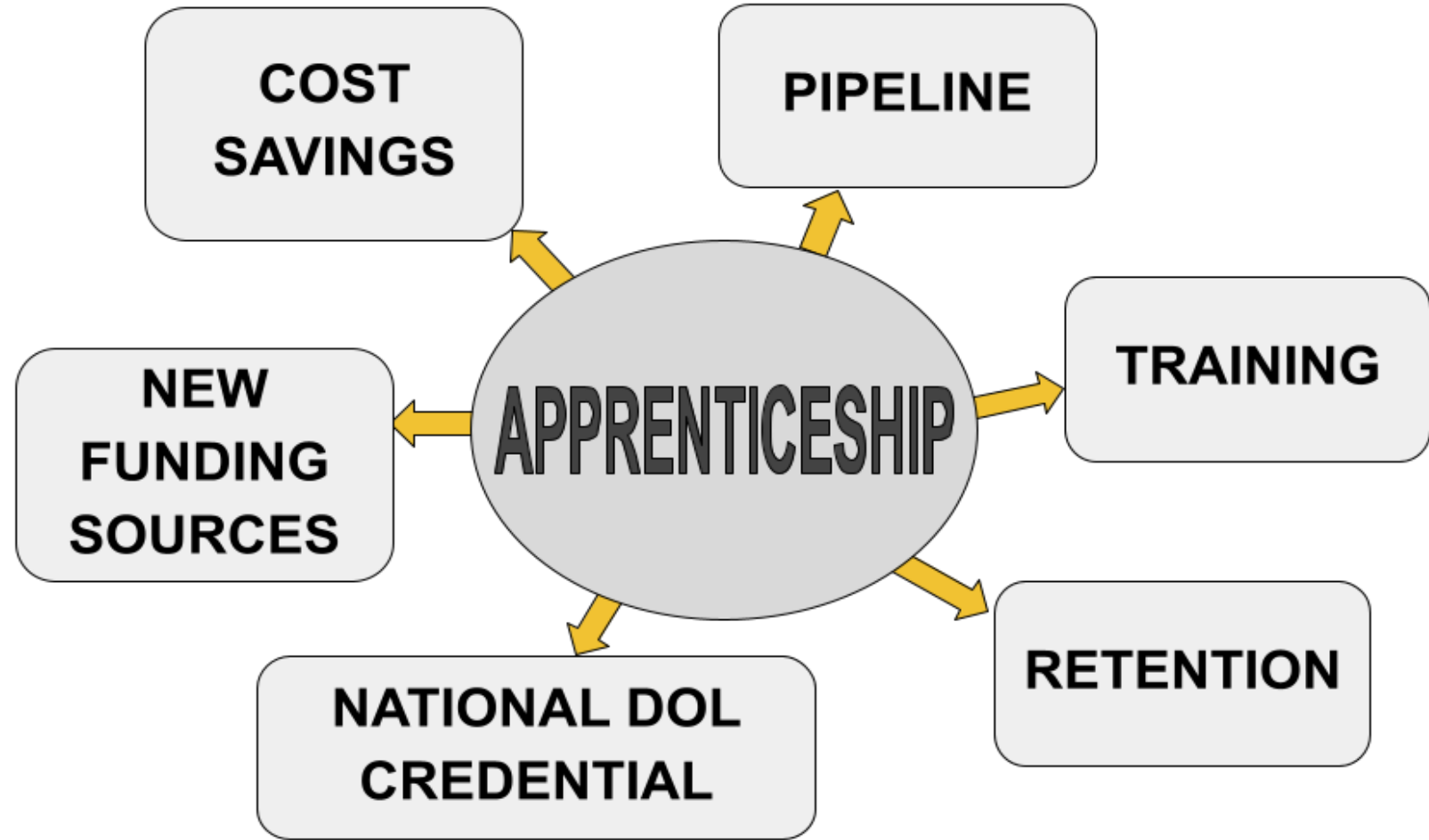
NYS registered teacher preparation program recommendation for Initial teacher certification



All workshops and exams required for Initial teacher certification



Benefits



New Funding Sources

**SUNY
Apprenticeship
Program/AIM**

Grant Opportunities

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Questions?