

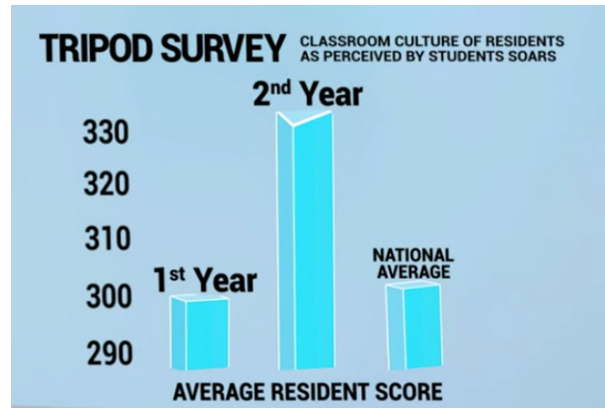


# CLASSROOM ACADEMY

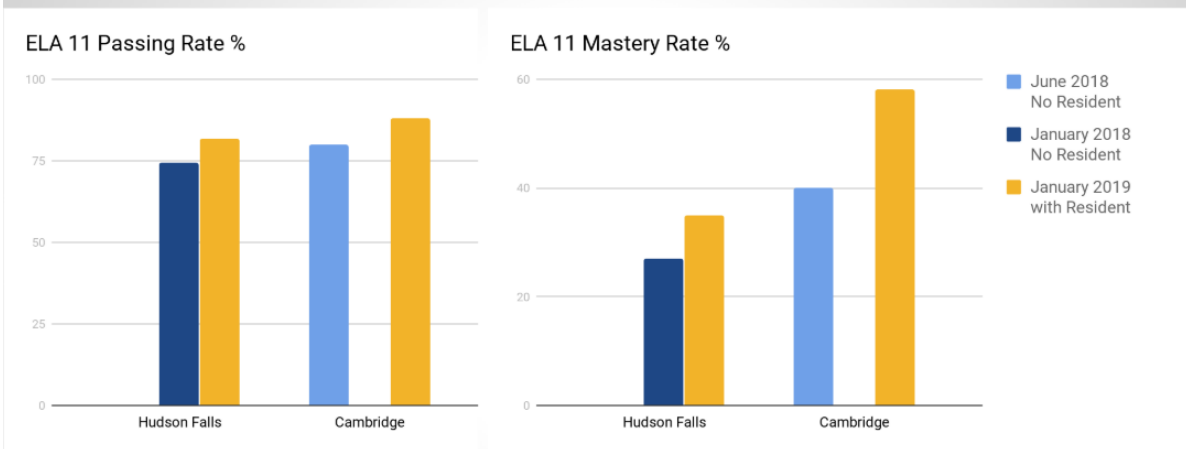
Recent review of the Classroom Academy preliminary research, partner input, and cost analysis has delivered a more complete picture of the value, impact, and return on investment of the residency program.

## Return on Investment

- **Hiring and retention:**
  - the program provides the district with a two year opportunity to see the teacher candidate progress through 2 full growth cycles
    - Including corrections, incorporating feedback, impact on instruction, and instructional growth.
  - More informed hiring decisions and research shows higher retention rates.
- **Delivers student and classroom ready first-year teachers:**
  - Local superintendents report traditional prep program graduates are not “classroom ready”. The residency is considered a cost effective option, hiring a new teacher who has demonstrated classroom readiness in-district; and hiring this tested experience at no cost on the salary schedule.
    - This cost savings grows with every year the teacher remains in the district.
  - Allows building leaders to shape the context of the candidates’ learning so they can develop an understanding of districts’ instructional priorities, objectives, programs, and communities’ needs.
  - Residents are familiar with the community, school personnel, norms and protocols of the school community, and any instructional priorities or curriculum resources used.
- **Benefits Student Learning and Parent Perception:**
  - Provides each classroom with a second educator, which increases instructional time, allowing more flexibility meeting individual student needs, small group instruction, and betters student outcomes.



## Positive Impact > NYS Regent Scores

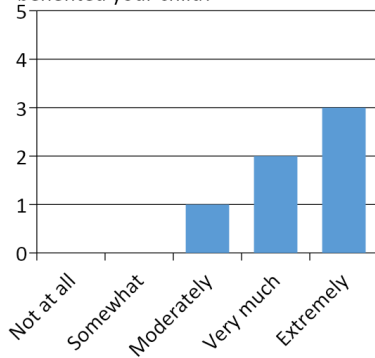




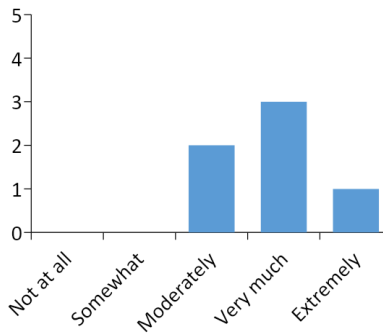
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Also noted in the preliminary research (graphs shown below), parent perception shifts to overwhelmingly positive in feeling students benefit as individual needs are more adequately met with an additional adult, the resident, in the classroom. This perception is an important investment for district good will with parents as taxpayers.

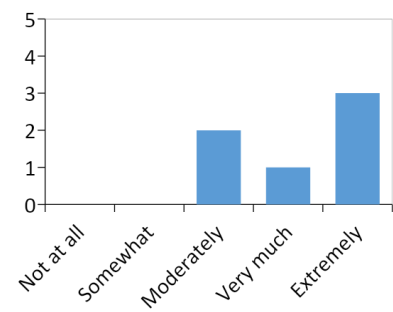
**Figure 21. Spring 2021-** How much has teacher residency program benefited your child?



**Figure 22. Spring 2021-** Child has shown academic improvement as a result of teacher residency program



**Figure 23. Spring 2021 -** To what extent did the teacher resident help your child through the Covid-19 epidemic?



## Findings During Covid

Overall residents and attending teachers found that communication increased, focus remained on student learning, and the situation led to creative collaboration, lesson planning and delivery.

Attending Teachers and Residents surveyed expressed:

- Collaboration remains strong, and communication with students and families strengthened.
- Residents' ease with technology has been beneficial and appreciated.
- Having a thought partner (resident or attending) has strengthened the instructional practice in the transition to remote learning.

## General Research Conclusions

The teacher resident program demonstrated highly positive findings in regards to classroom culture, reading and math skills, and real-world teaching ability. Furthermore, by the spring of 2021, parental feedback about the program was decidedly enthusiastic. These findings came from several sources of data, using different methodologies, to obtain a relatively complete snapshot of the program. As the resident teacher program has expanded over time, the same results have emerged suggesting that the program reliably improves student outcomes and student perceptions of the classroom culture.

- **Instructional Continuity and Substitute Savings:**
  - The district can utilize the resident as a substitute for the lead teacher throughout the two-year experience, benefiting students by providing seamless opportunities for continued learning when the lead teacher is absent as well as providing a positive resolution for a perpetual district challenge and cost.
  - In addition, during the second semester of the second year, the resident can be used as a substitute, by the district, in their certification area up to 2 days per week (40 days) providing the resident with independent practice in a supportive community and the district with a much needed resource and additional cost savings.

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