

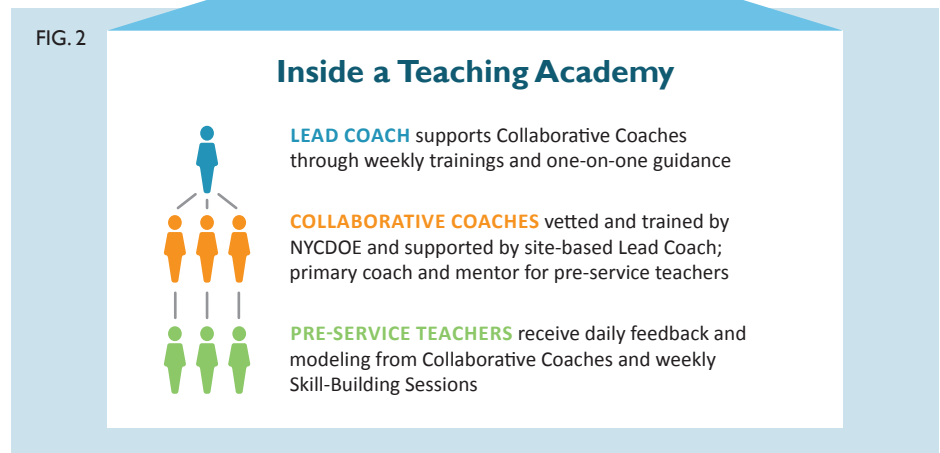
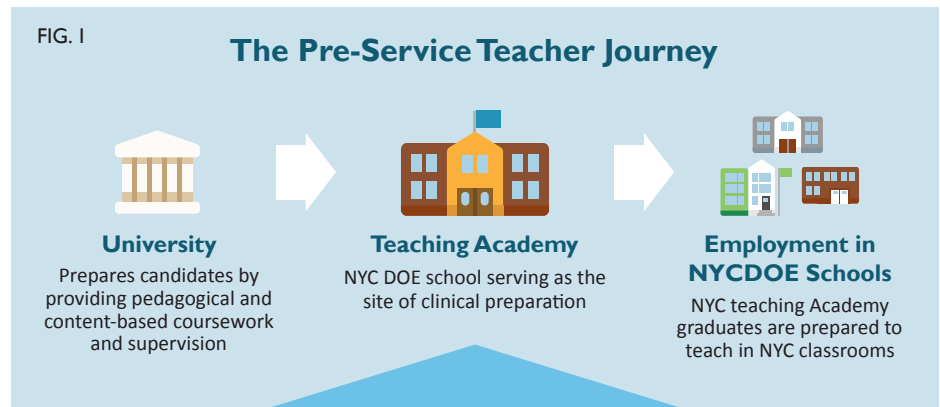
What is a Teaching Academy?

NYC Teaching Academies are high-need, high-performing NYC public schools where cohorts of four or more pre-service teachers complete a robust semester-long clinical experience with daily coaching, mentoring, and guidance provided by trained host teachers (Collaborative Coaches) and supportive leadership. Teaching Academies are designed to support pre-service teachers' preparation for the demands of New York City public schools (see Figure 1).

How does it work?

New York City Universities that offer teacher training programs partner with the NYCDOE to provide their students the opportunity to satisfy their clinical preparation requirement in a Teaching Academy (see Figure 3). In order to satisfy their clinical preparation requirement, pre-service teachers engage in an immersive experience, which includes daily individualized coaching and feedback from their Collaborative Coach, gradually assuming greater independence and responsibility for lesson design and delivery, and weekly off-site Skill-Building Sessions to master key foundational teaching strategies. Upon successful completion of their clinical experience, graduates receive job search support and preferential hiring in NYCDOE schools.

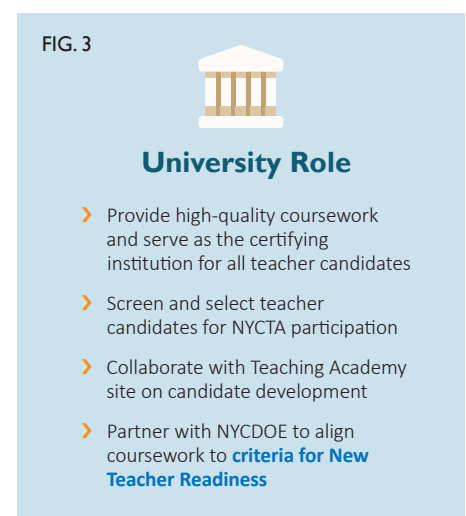
One Lead Coach at each site supports the Collaborative Coaches throughout the semester, with weekly trainings and ongoing coaching support (see Figure 2). Before being matched with a pre-service teacher, Collaborative and Lead Coaches receive high-quality professional development to prepare



them for their roles and hone their leadership and coaching skills.

Who can participate?

NYC Teaching Academies welcome aspiring teachers from all pathways. Aspiring candidates enrolled in a state-approved education program who are seeking initial certification can complete a semester in a NYC Teaching Academy to satisfy their mandatory student teaching requirement. Candidates enrolled in alternate-route certification programs (i.e., NYC Teaching Fellows) can also complete their program's pre-service teaching requirement in a NYC Teaching Academy as they work toward their Transitional B certification.



Impact



Prepares Aspiring Teachers

Completing clinical preparation in a NYC Teaching Academy prepares aspiring NYC teachers for the rewards and complex challenge of teaching in NYC public schools.

- › Embedded in the classroom for the entire semester, pre-service teachers develop as educators through cycles of practice, observation, and personalized feedback, and gain teaching experience that exceeds the state requirement.
- › By keeping the same schedules as their Collaborative Coaches, pre-service teachers experience school structures and responsibilities that extend beyond classroom instruction.
- › Pre-service teachers benefit from an enduring and supportive professional network of other pre-service teachers and colleagues in and throughout the Teaching Academy.
- › For those unfamiliar with high-needs student populations, completing their clinical experience in a Teaching Academy can resolve commonly-held misconceptions about New York City public schools.



Strengthens School Culture

Serving as a Teaching Academy strengthens the existing culture of continuous learning and improvement for in-service teachers throughout the building.

- › Collaborative Coaches grow as leaders as they develop the skills associated with modeling, observing, and coaching their pre-service teachers through weekly training sessions from their Lead Coach.
- › Collaborative Coaches become more reflective and intentional about their own practice as they model and guide their pre-service teachers' professional development.
- › Pre-service teachers bring enthusiasm, new ideas, and diverse experiences to their sites, pushing the practice of in-service teachers in the building.
- › Everyone in the school community helps acclimate the pre-service teachers to the school, and collaborates to support their ongoing learning.



Builds Hiring Pipeline

Serving as a Teaching Academy facilitates the creation of a hiring pipeline for School Leaders.

- › Principals can assess whether a pre-service teacher fits in at their high-needs school, and can hire a teacher trained in his or her building if they have anticipated vacancies.
- › Principals understand that training in a Teaching Academy prepares aspiring teachers.

Background

THE TEACHING ACADEMIES INITIATIVE commissioned Eskolta School Research and Design to document the ways in which Teaching Academies prepare aspiring teachers and affect existing school structures. To do this, Eskolta collected data at two Teaching Academies that were identified as particularly effective: **M.S./H.S. 223 The Laboratory School of Finance and Technology** in the South Bronx and **Liberty Avenue Middle School** in Cypress Hills, Brooklyn. A total of fifteen qualitative interviews were conducted with pre-service teachers, Collaborative Coaches, Lead Coaches, and school leadership across the two sites complemented by observations of lessons and debriefs. Interview transcripts were then coded and analyzed for trends which are described in the following documentation.

M.S./H.S. 223 - The Laboratory School of Finance and Technology

Location: South Bronx

Grades: 6, 7, 8

Collaborative Coaches (2017–18): 8

Pre-service Teachers Trained (2017–18): 17

English Language Learners: 10%

Students with Disabilities: 26%

Economic Need Index: 85%



Liberty Avenue Middle School

Location: Brooklyn

Grades: 6, 7, 8

Collaborative Coaches (2017–18): 11

Pre-service Teachers Trained (2017–18): 17

English Language Learners: 20%

Students with Disabilities: 20%

Economic Need Index: 80%





Prepares Aspiring Teachers

Teaching Academies support Pre-Service Teachers to succeed

Embedded in the Classroom

For the entire fall or spring semester, pre-service teachers spend every day of their practical training working alongside their Collaborative Coach. Their responsibilities grow from leading small portions of instruction to assuming all teaching responsibilities by the end of the semester. Reflecting on her role in the classroom, Marie Guisment, a first-year teacher who recently completed her pre-service teaching at Liberty Avenue, notes that by the end of the semester, “I have all the same responsibilities as the lead teacher in the classroom. I grade; I lesson plan; I teach all the lessons.” For many graduates who participated in the study, experiencing the daily responsibilities of a teacher has been the most valuable aspect of their



experience in a Teaching Academy. “It’s about learning through experience,” explains Marie, “actually being there, being with the kids, interacting with the kids, teaching the kids. That’s how you learn; that’s how you thrive.”

Supported to Succeed

Supported by specially trained Collaborative Coaches and weekly Skill-Building Sessions, Teaching Academies are designed to prepare pre-service teachers for the demands of a New York City public school. Collaborative Coaches are trained to provide daily one-on-one feedback and coaching to their pre-service teacher while gradually releasing responsibility over the course of the term. Weekly Skill-Building Sessions are another setting where pre-service teachers practice foundational teaching strategies sequenced to their increasing responsibility in the classroom, including the development of a strong classroom culture, lesson and unit planning, and culturally responsive

pedagogy. Pre-service teachers then learn to master these strategies in the classroom through cycles of practice, observation, and personalized feedback from their Collaborative Coach. Teaching Academy graduates who participated in the study confirmed that this structure provides a supportive environment to refine their practice continuously throughout the day. “Getting that feedback so soon after teaching it, and right before teaching it again,” explains Collaborative Coach Kathleen Quinlan, “you can correct things right away.”

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KATHLEEN QUINLAN, COLLABORATIVE COACH





The structure of the Teaching Academies program, notes Collaborative Coach Christian Cabral, “has given my pre-service teacher the opportunity to slowly come into his own and develop his style as an educator... and struggle, but still within a framework, in a healthy way.”

Built-in Networks

All Teaching Academies host a cohort of four or more pre-service teachers each semester, which provides a built-in peer support network for the pre-service teachers within the building. This cohort model is designed to foster natural collaboration. For example, as their responsibilities increased over the course of the semester, a recent cohort of pre-service teachers training at Liberty Avenue began to meet weekly, without their Lead or Collaborative Coaches, to support one another and work collaboratively on areas of mutual interest. A recent session focused on using IEPs to drive lesson differentiation. Both pre-service teachers and Collaborative Coaches at Liberty Avenue identified the cohort of fellow pre-service teachers as an important support. “It’s really been beneficial for the pre-service teachers here to have that support, even if it’s informal,” explains Collaborative Coach

Kathleen Quinlan, “because then you don’t feel as isolated, which is huge.”

Graduates of the program agree that the relationships they created as pre-service teachers flourished into strong professional networks after completing their practicum. Terrence McKiernan, an alumnus of the NYC Fellows program, who completed his pre-service training at M.S. 223 and now works as a Collaborative Coach, explains: “My professional network has expanded with my original cohort of pre-service teachers, who I still keep in touch with, who are all over the city.”

Immersed in the Teacher Lifestyle

In addition to robust clinical preparation, pre-service teachers in Teaching Academies are granted insight into school structures and responsibilities that extend beyond the classroom. Pre-service teachers are respected as teachers in their Teaching Academy and are responsible for keeping the same schedule as their Collaborative Coach, including meetings outside of the classroom. This was identified by school leaders at both M.S. 223 and Liberty Avenue as an important and distinguishing aspect of the Teaching Academies

program. “They get to experience a full day, from 8:25 to 3:15, of what it means to go from a prep, to teaching, to a meeting, to a parent meeting,” explains Assistant Principal Bo Kim. “That full immersion is what makes the Teaching Academy program stand out from all the other ones.”

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BO KIM, ASSISTANT PRINCIPAL

Resolve Misconceptions about High-Needs Schools

For those unfamiliar with public schools in New York City, working in a Teaching Academy can provide a window into the realities of high-needs NYCDOE institutions. In qualitative interviews, first-year teachers who recently completed their pre-service teaching at M.S. 223 or Liberty Avenue, who were not familiar with the context admitted that they were unsure of what to expect when being placed in a “high-needs” school. Expectations of low student engagement or behavioral issues, however, were generally unsubstantiated. “It’s so refreshing to be able to change that point of view,” explains recent graduate Marie Guisment, “because the kids are great and the staff works hard. It’s really nice to see a public school that’s safe and thriving, and just a really good place to be.”



Strengthens School Culture

Teaching Academies strengthen schools' culture of continuous learning

More Reflective and Intentional

Collaborative Coaches at both Liberty Avenue and M.S. 223 agree that the process of modeling for, and giving feedback to, a pre-service teacher has pushed them to reflect more deliberately on their own instructional choices. "There's no quicker way to turn the mirror back on yourself than to have to model something effectively for somebody new coming into the profession," explains Collaborative Coach Terrence McKiernan in a representative statement. "It really pushes you to always innovate and try and get better. And have a growth mindset; not only to your students' progress, but to your own practice."

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TERRENCE MCKIERNAN, COLLABORATIVE COACH

The Lead Coaches at both schools confirm that the act of coaching



a pre-service teacher has pushed their Collaborative Coaches to be more metacognitive about their own instructional choices, particularly for those who are new to a coaching role. "It's helped them be more reflective of their practice, partly because some of what makes them effective teachers is very instinctual," explains M.S. 223 Lead Coach Emily Haines. "Having to train someone else makes you have to take it from instinct into 'How do I articulate this to someone else?'"

Infusion of Enthusiasm and New Ideas

As students themselves in graduate education programs, pre-service teachers bring a diverse set of skills and professional backgrounds to their Teaching Academies. Collaborative Coaches may be years removed from their own teacher training, so their pre-service teachers can serve as a source of inspiration for new ideas and a connection to current educational theories and topics being discussed in

institutes of higher education. "This is a way to bring in those fresh ideas," explains Principal Ramon Gonzalez, "whether it's [an alternate-route certification] or a traditional program, they're bringing that theory into the school and we need that. We feed off that." The Collaborative Coaches at M.S. 223 agree that their pre-service teachers have brought fresh perspectives and new ideas to their classrooms. "It has helped me think outside of the box," describes Collaborative Coach Christian Cabral. "My [pre-service] teacher sometimes comes up with ideas that I didn't think of."

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RAMON GONZALEZ, PRINCIPAL



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BO KIM, ASSISTANT PRINCIPAL

explains Assistant Principal Bo Kim. "The fact that they're leaders and mentors to this one person, it does affect how they interact with the other staff members." At Liberty Avenue, Ms. Kim explains, many Collaborative Coaches, once staffed in their coaching role, begin to take on additional responsibilities that range from taking a larger part in facilitating grade team meetings or ongoing initiatives to formal teacher leader positions. Increasing her staff's leadership capacity has been, for Ms. Kim, the most valuable aspect of her school's participation in the program. "It's building the capacity of our teachers who are ready and willing to become leaders at our school."

Schoolwide Culture of Collaboration

While at NYC Teaching Academies, Collaborative Coaches are the primary mentors to the pre-service teachers. However, support for pre-service teachers at Liberty Avenue and M.S. 223 is not confined to the coaches' classrooms. Several pre-service teachers who participated in the study received meaningful, complementary supports from other teachers in the building who were not staffed in formal coaching roles. In reference to one such teacher, Kayode Pilgrim, a recent graduate explains, "She showed me things dealing with the special education side of the classroom that I wouldn't have been able to see if I was just with [my coach]. Even though she's not part of the program, she was helpful." Similarly, Antonio Maciel, who recently completed his pre-service training at M.S. 223, identified several sixth-grade teachers as a source of feedback and advice throughout his training. Collaborative and Lead Coaches at both schools agree that their school communities have eagerly contributed to the growth and development of their pre-service teachers. "It's nice for everyone in the building to have someone they can mentor a little bit," explains Liberty Avenue Lead Coach Laura Morel, "even if they're not the coach." Reflecting

on the influence of the Teaching Academies program on Liberty Avenue's school culture, Collaborative Coach Kathleen Quinlan explains, "It reiterates the culture of continuous learning. There's the sense of everyone helps each other out; we try to learn from each other."

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KATHLEEN QUINLAN, COLLABORATIVE COACH

Growing Professionally, Developing as Leaders

Through developing their observation, coaching, and feedback skills, Collaborative Coaches grow both as instructors and as leaders in their buildings. For Christian Cabral, a Collaborative Coach at M.S. 223 who aspires to be an administrator, the opportunity to develop leadership and coaching skills was his primary reason for pursuing the Collaborative Coach position. "The Collaborative Coaches have really taken on a leadership role,"



Builds Hiring Pipeline

Teaching Academies allow schools to assess pre-service teachers under real-life conditions

Principals understand that training in a Teaching Academy prepares aspiring teachers



As the duration of the Teaching Academy clinical experience well exceeds the state's required hours for certification, principals familiar with Teaching Academies view graduates of the program with special distinction when looking to hire a new teacher. Bo Kim, assistant principal at Liberty Avenue, a middle school that employs several graduates of the program, likens clinical preparation through a Teaching Academy to a medical residency. "It's a pre-screening and a card of acceptance that you went through this program," adds Principal Ramon Gonzalez, "because we know it takes a lot of work to do that." Both school leaders are

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confident that graduates of Teaching Academies, regardless of their site, are equipped with the skills and the experience needed to start strong on their first day of teaching. "While it is challenging to hire a first-year teacher," notes Assistant Principal Kim, "they've always been a go-to for us."

Principals can assess whether a Pre-Service teacher fits in at their high-needs school

By design, all Teaching Academies are high-performing schools that serve high-need student populations. Supporting at-risk students or populations that require special assistance, accommodations, and support can be a particularly demanding experience. Because pre-service teachers train in high-performing school environments that successfully serve high-needs students, the school leaders at both Liberty Avenue and M.S. 223 feel confident that Teaching Academy

graduates are well-suited for a similar environment as a full-time teacher. "You get to hone in on who's really ready for this environment," explains Dr. Gonzalez, "because it is a demanding environment." Regardless of which Teaching Academy a pre-service teacher may have trained at, the principals at both M.S. 223 and Liberty Avenue recognize that graduates understand the demands and responsibilities of employment in a high-needs school. "They're much more a part of the school community," explains Assistant Principal Ashley Downs, "therefore, we know if they want to be part of our school community or not."

"[Teaching Academies pre-service teachers] are much more a part of the school community."

ASHLEY DOWNS, ASSISTANT PRINCIPAL