

# SECONDARY INCLUSIVE EDUCATION

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Teachers College, Columbia University

## HANDBOOK

Curriculum & Teaching Department  
and the Teaching Residents @ Teachers  
College Program

Master of Arts degree  
New York State teacher certification:

Teaching Students with Disabilities  
Grades 7-12

# TABLE OF CONTENTS

Program Philosophy	3
Teaching Residents at Teachers College	4
About the Program	5
Faculty & Staff	5
Applying to the Program	6
Course Requirements	7
Frequently Asked Questions	8
Teachers College Policies & Procedures	12
Important Contact Information	14

## **PROGRAM PHILOSOPHY**

Steeped in the philosophy of John Dewey and framed by a progressive tradition, the Preservice Program in Secondary Inclusive Education emphasizes student-centered practices and the social construction of knowledge and conceives of teaching as complex professional activity necessarily embedded in particular moral, political, historical, economic, and cultural contexts. The philosophy of the program is simultaneously driven by the larger institutional conceptual framework for teacher education programs at Teachers College, which emphasize inquiry, curriculum, and social justice. We aim, therefore, to prepare teachers:

- To understand teaching as a recursive process of learning/inquiry,
- To conceive of themselves as curriculum developers and each of their decisions as curriculum, and
- To conceive of their work as vital to working toward socially just schooling in a diverse, pluralistic, democratic society.

We believe that inclusive education is not just about students with labeled disabilities but rather is fundamentally about all students and more significantly, about the cultural practices of schooling. Consequently, the full spectrum of challenges of contemporary schooling must be attended to in order to generate transformative action.

We, therefore, necessarily interrogate and work to actively challenge the many sociocultural, institutional, bureaucratic, and interpersonal ways in which children and their families experience marginalization and exclusion (e.g., on the basis of race, ethnicity, social class, dis/ability, gender, nationality, sexuality, language, religious [non] affiliation, etc.). We simultaneously inquire into how such resistance can be translated into meaningful engagement with existing systems and schooling practices in order to effect change.

We also inquire into and seek to imagine creative alternatives to current schooling practices that frame poor, disabled, or other marginalized children as deserving of test-prep curricula and disciplinary practices based on behavioral control, rather than rich engagement with and exploration of the world. Such techno-rational approaches to education that aim to sort students into educational categories and apply received wisdom about best practices are obviously inadequate to the complexity of the challenges that face the inclusive educator. For this reason, we aim to support our preservice teachers to embrace the inherent ambiguities of teacher work; to fashion

their inclusive pedagogies through their own commitments (as advocates for all children and youth) to curriculum inquiry, reflective practice, and the pursuit of social justice; and to conceptualize the work of inclusive educators as the complex intellectual, moral, theoretical, and political work that it is.

## TEACHING RESIDENTS AT TEACHERS COLLEGE

The Teaching Residents at Teachers College (TR@TC) program is a multifaceted 14-month graduate-level program that enables TC students to apprentice with experienced mentor teachers in secondary classrooms within high-need New York City schools for one year while earning a Master's degree in one of three programs (Teaching English to Speakers of Other Languages K-12, Secondary Inclusive Education, or Intellectual Disabilities Autism). In addition to the graduate degree, the TR@TC program leads to New York State initial certification in either Teaching English to Speakers of Other Languages K-12 or Teaching Students with Disabilities 7-12 Generalists.

Like the Secondary Inclusive Education philosophy described above, TR@TC is guided by the larger Teachers College conceptual framework for teacher education programs. TR@TC embraces a philosophy of inclusive education, seeking to prepare teachers of all students in schools.

# **ABOUT THE TEACHING STUDENTS WITH DISABILITIES PROGRAM**

The Secondary Inclusive Education Program is both a graduate program and a professional course of study. This rigorous academic program is designed primarily for those who have no (or minimal) formal preparation or coursework in education and are beginning their study of teaching. The program leads to an M.A. degree and New York State teacher certification. Please see the TR@TC website for more information: <http://www.tc.edu/teachingresidents/>

## **THE FACULTY**

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## **THE STAFF**

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## **TR@TC STAFF**

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All TR@TC staff are located at 411 Zankel Building

# **APPLYING TO THE PROGRAM**

## **REQUIREMENTS**

Acceptance to the program requires strong academic credentials, articulate and thoughtful writing, strong and relevant professional or academic references, and a clear fit between program goals and the goals expressed by the applicant. At a minimum, applicants should have a GPA of 3.0 or above and evidence a commitment to educational equity and diversity.

## **APPLICATION PROCEDURES AND DEADLINES**

- Obtain an application from the Teachers College catalogue or apply online at [www.tc.columbia.edu/admissions/](http://www.tc.columbia.edu/admissions/)
- Please note the following information on your application:

Program Code: CUSE—Secondary education, grades 7-12, teaching students with disabilities

Program: Secondary Inclusive Education—Preservice program

Degree: Master of Arts

- November 1 **Final Deadline** For Spring Semester Admission
- January 15 **Priority Deadline** For Fall Semester Admission
- April 15 **Final Deadline** For Fall Semester Admission

## **TRANSFERS**

Students who are currently Teachers College students and would like to be a part of the Secondary Inclusive Program must follow the same procedures as all prospective students since a program transfer is treated exactly the same as any applicant.

## **FINANCIAL AID**

Students should consult the [Office of Financial Aid](#) (212-678-3714) for information regarding scholarship deadlines, appropriate forms, and all other financial aid matters.

# **COURSE REQUIREMENTS FOR THE 38 CREDIT PROGRAM - Program Code-CUSE**

## Spring

- C&T 4000 Disability, Exclusion and Schooling (3 credits)
- C&T 4200 Fieldwork in Curriculum and Teaching (1 credit)
- C&T 4199 Literacy Supports (2 credits)
- Foundations/Content Area Course\* (2-3 credits)
- 1 Elective Course\* (2-3 credits)

Total credits: 10-12

## Summer 1

- C&T 4501 Teaching & Learning in the Multicultural, Multilingual Classroom (1-2 credits)
- C&T 4037 Positive Approaches to Challenging Behavior (2 credits)
- 1 Elective Course\* (2-3 credits)

Total credits: 5-7

## Fall

- C&T 4705 Residency/Student Teaching (3 credits)
- C&T 4046 Curriculum and Instruction in Secondary Inclusive Education (2 credits)
- C&T 5081 Collaborative Communication in Cultural Contexts (3 credits)

Total credits: 8

## Spring 2

- C&T 4705 Residency/Student Teaching (3 credits)
- C&T 4047 Curriculum Development in Secondary Inclusive Education (3 credits)
- C&T 5080 Access to Full Participation in Schools (3 credits)

Total credits: 9

## Summer 2

- C&T 4301 Educational Assessment Special Education Student (3 credits)

Total credits: 3

Program total: 38

\*Choose from list provided by faculty.

# **FREQUENTLY ASKED QUESTIONS**

## ***FAQ'S ABOUT ADMISSION...***

### **I didn't major in education and I don't have teaching experience, but I want to be a teacher. Can I apply to this program?**

Yes. This program is designed for non-education majors who have had little to no experience in classrooms. This program is also appropriate for those who may have had some teaching experience but are not certified and would like to be. Finally, this program is for career-changers who are ready to change professional directions and enter teaching.

### **I am thinking about applying to Secondary Inclusive Education and I have heard that my chances of acceptance are better if I take some required courses as a non-degree student and do well in them. Is this true?**

No. Coursework prior to application is not an automatic route to admission, even if you do very well in the courses. However, prospective students sometimes take a non-degree course or two, to help them decide if Teachers College is where they would like to study. Yes, these credits will transfer into your program if you are admitted; check the catalog for guidelines.

### **Does this program lead to a degree?**

Yes. Upon satisfactory completion of the program and all requirements, you will be awarded an M.A. in Curriculum and Teaching. You will also be eligible for NYS and NYC teacher certification once you have passed all certification exams.

### **I received a letter from the Office of Teacher Education indicating that I am missing some of the liberal arts courses required by NYS for teacher certification. However, I am sure I fulfilled these requirements. What do I do?**

First, do not worry. The Office of Teacher Education review hundreds of transcripts during the admissions process and sometimes may overlook an appropriate course. In some cases, courses may have unique titles that mask the content of a course that fulfills a requirement. Also, a course that you feel fulfills a requirement may not be acceptable to NYS. If you have any questions, bring a copy of your transcript, and course descriptions if appropriate, to the OTE office in ZB 411 or email them at [OTE@tc.edu](mailto:OTE@tc.edu).

### **Is a GRE required for admission?**

Yes. In 2015, the New York State Legislature approved a law that requires students to submit GRE scores to be considered eligible for graduate-level teacher preparation. In substitute, we are also able to accept other nationally-normed standardized tests (e.g. LSAT, GMAT, etc.). In order to be accepted, the test must have been taken in the last five years.



## FAQ'S ABOUT COURSEWORK...

### **What is the time commitment for the TR@TC2 program?**

Teaching Residents are full time students, meaning that their primary commitment over the course of their program is to their studies. Schedules vary based on program (i.e., SIE, TESOL, SCI) and students have obligations at times during the day and in the evening, based on their course schedule, fieldwork obligations, etc. Also, students have course commitments for the entire first summer (including the week of July 4), are in their residency for the full New York City Department of Education (NYCDOE) school year (including times when TC is not in session, such as during Winter Break and Spring Break), and complete their residency at the end of June.

### **What is the process for partnering me with a Mentor Teacher?**

When placing Teaching Residents in a school and partnering them with a Mentor Teacher, we consider many factors including strengths, weaknesses, interests, personality, and where you live. This process happens in the summer prior to beginning your residency, once we have had an opportunity to get to know you and you have had a chance to become more familiar with the program and NYC schools.

### **I already work in a school. Can I continue in that position or at that school during my residency?**

No. Each Teaching Resident is paired with a Mentor Teacher in one of our Partnership Schools, where they co-plan and co-teach for an entire school year. During this time, Teaching Residents are **not** teachers of record and do not earn a salary or wage from the school. They fill the role of student teacher in placements that we assign.

### **Following my residency, what is the process for finding a job?**

Teaching Residents are responsible for finding their own positions in NYCDOE high-need schools. TR@TC2 offers support with this job search through job counseling, assistance in the development of resume and application materials, as well as offering access to our wide network of schools where our alumni work. To date, none of our alumni have been unsuccessful in finding an initial position.

### **I am already certified as a teacher in another state or certification area. Do I qualify to apply for this program?**

No. This is a program that only accepts candidates who do not hold teacher certification in any area. However, if you have previously completed a teacher preparation program, but never received certification, you do qualify to apply.

### **Do I need to pay attention to my degree audit (located on myTC) if I've worked out my schedule with my advisor?**

Yes. It is very important that you review your degree audit on a regular basis to make sure that all requirement categories and credit points are properly distributed. If you have a question about the audit, ask your advisor. If something is not allocated appropriately, contact the program manager at [preservice@tc.edu](mailto:preservice@tc.edu). This is the document that the registrar will use to determine eligibility to graduate.

## FAQ'S ABOUT CERTIFICATION...

### **How do I obtain NYS teaching certification?**

Secondary Inclusive Education is a NYS approved program; all students who complete the program apply for certification through the Office of Teacher Education and School-Based Support Services. This is an on-line system.

### **When should I take the NYS exams for teacher certification?**

The assessments you must pass before getting certified include:

- edTPA: Completed during the student teaching placement.
- Educating All Students Test (EAS)
- Academic Literacy Skills Test (ALST)
- Content Specialty Tests (CST)

Candidates should consult with the Office of Teacher Education for information on testing dates for the EAS, ALST, and CST. Make sure that you take all of the tests before you graduate.

**Additional Information can be accessed from the New York State Teacher Certification Examination Website: [www.nystce.nesinc.com](http://www.nystce.nesinc.com)**

### **I am not interested in NYS certification. Do I have to apply for NYS certification before I apply for certification in XX state?**

In most cases, you do not need to apply for NYS certification before you apply to the state of your choice for certification (regulations vary from state to state, so be sure to check). However, two things to consider as you decide are: 1) it may be easier to get certified in another state if you already have a teaching certificate (i.e., from NYS); 2) if you ever decide to return to NYS to teach, if you do not already possess NYS certification, you will need to complete all new requirements or changes in certification mandated by the state since your program completion date.

### **I finished the program and I've been offered my dream job, but I have to be certified before I can be officially hired. But I have not completed my all my liberal arts classes. Is there anything you can do to help me before school starts?**

Unfortunately, state regulations are state regulations and there is nothing the program or the College can do at this point. This is why we urge all students to take care of their certification requirements (liberal arts, tests, edTPA, etc.) well in advance of graduation.

**I finished the program and I've been offered my dream job, but I have to be certified before I can be officially hired. But I have not completed my all my state teaching assessments. Is there anything you can do to help me before school starts?**

This is always so heartbreaking when we hear these stories. We urge all students to take care of certification requirements long before you graduate.

### ***FAQ'S ABOUT GRADUATION...***

#### **What is the process for applying for graduation?**

At the beginning of your final semester, make an appointment to review your degree audit with the program manager at [preservice@tc.edu](mailto:preservice@tc.edu). An electronic copy of the signed form will be sent to the registrar's office, so you do not have to print your form. If there are any issues, consult your advisor.

#### **What are the application filing deadlines?**

August 1 for October graduates, November 1 for February graduates, and February 1 for May graduates. Late applications will be accepted with a \$25 late fee for two weeks following the degree application filing deadline.

# **TEACHERS COLLEGE POLICIES AND PROCEDURES**

**Services for Students with Disabilities:** The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (166 Thorndike Hall). Services are available only to students who are registered and submit appropriate documentation.

**Statement on Academic Conduct:** A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, that calls into question his/her academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including course work, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

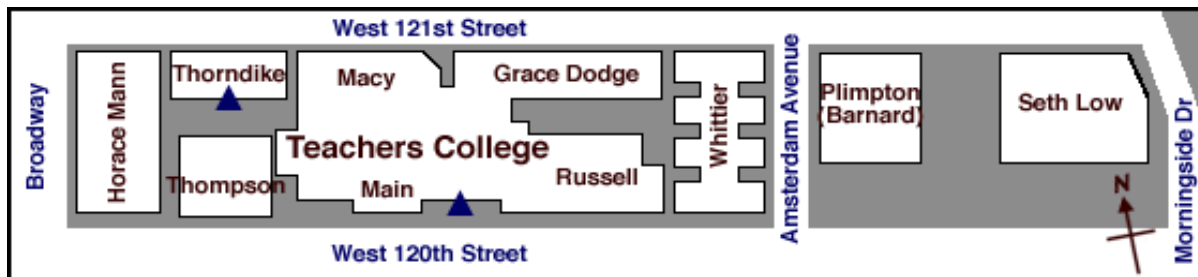
**Resolution of Student Academic Program Concerns:** Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process below) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Coordinator in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Coordinator, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

**Grade Correction Procedure:** The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, he/she must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.

Date: November 2016

## Teachers College Contact Information

Academic Computing (Box 43) 234 Horace Mann	(212) 678-3302	ACS@tc.columbia.edu
Admissions (Box 302) 310 Thorndike Hall	(212) 678-3710	TCinfo@tc.columbia.edu
Dining Hall (Box 29) Ground Level Grace Dodge	(212) 678-3167	<a href="https://teacherscollege.catertrax.com/">https:// teacherscollege.catertrax.com/</a>
Graduate Writing Center	(212) 678-3798	WritingCenter@tc.edu
Switchboard	(212) 678-3000	<a href="http://www.tc.edu/search.htm">http://www.tc.edu/search.htm</a>
Office of Teacher Education Support (Box 97) 411 Zankel Building	(212) 678-3502	OTE@tc.columbia.edu
Touch-Tone Registration	(212) 678-3200	<a href="http://www.tc.edu/registrar/">http://www.tc.edu/registrar/</a>
Registrar's Office (Box 311) 324 Thorndike Hall	(212) 678-4050	Registrar@tc.columbia.edu
Residence Halls (Box 312) 107 Whittier	(212) 678-3235	Housing@tc.columbia.edu
Student Accounts (Box 305) 133 Thompson Hall	(212) 678-3056	StudentAccounts@tc.edu
Office of Financial Aid (Box 309) 310 Thorndike Hall	(212) 678-3714	FinancialAid@tc.columbia.edu
Student Life Center (Box 308) Thorndike Lobby	(212) 678-3406	StudentActivities@tc.edu
Visit the program blog at <a href="http://tceleminclusive.pressible.org/">http://tceleminclusive.pressible.org/</a>		



For More Information Please Contact:  
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