MISSION STATEMENT

Our Priorities

Our first priority is to students in New York City high-need public schools, who will be learning and growing under the guidance of those teachers who complete the program.

Our second priority is to the teachers whom we prepare. From their first days, we work to ensure that, upon completion of the program, Teaching Residents will enter their first classrooms as well-prepared beginning teachers who are ready for the complex realities of teaching and learning in classrooms, and invested in on-going professional learning.

Our mission is to prepare new secondary level teachers of quality to teach in high-need New York City public schools in the following initial certification areas:

- Teaching English to Speakers of Other Languages (TESOL)
- Teaching Students with Disabilities (TSWD)
- Science Education – Biology, Earth Science, OR Chemistry (SCI-B, SCI-E, SCI-C)

Philosophy

In maintaining these priorities, TR@TC2 is guided by the larger Teachers College conceptual framework for teacher education programs, which emphasizes inquiry, curriculum, and social justice. With these overarching concepts in mind, we embrace a philosophy of inclusive education, seeking to prepare teachers of all students in schools.

TC’s three philosophical stances were developed by teacher education faculty at Teachers College and uniformly adopted across the institution. The core of this philosophy envisions teachers as:

- Reflective Practitioners who ask questions of and think about their own practice;
- Curriculum-makers who are equipped to develop curricula for diverse and heterogeneous classrooms in which all learners have access to core content;
● Advocates who recognize and work against societal inequities as they manifest in schools.

This framework represents the way that TR@TC2 defines and approaches the skills and mindsets that well-prepared beginning teachers need in order to meet the needs of students in their classrooms.

Inquiry

This stance is grounded in the practice of inviting students to engage in conscious exploration of how and why institutional structures and society are the way that they are. This consciousness-raising includes the work of taking on a questioning mindset that challenges students to look underneath their own beliefs of and experiences with schools and society. It also includes honing skills of critical analysis and question posing so that, as teachers, they are able to learn from students through an iterative process (careful observation, data collection, reflection, active responsiveness).

Curriculum

This stance is first grounded in the assumption that there are different ways of knowing, and that within school settings, teachers need to consider whose knowledge is included and who makes the decisions for including that knowledge. This is the base on which teachers build an understanding of inclusivity -- the importance of drawing in all students by developing multiple access points that enable each of them to engage fully and meaningfully in curriculum in the classroom.

In TR@TC2, this process includes a focus on developing skills and knowledge around curriculum development through a backward design model that emphasizes thinking and careful planning, as well as universal design for learning that begins with the premise that all learners are inherently diverse and therefore curriculum needs to be responsive to diversity from the start.

Social Justice

This stance begins with the recognition that a teacher’s role is to meet the needs of the whole child who comes to the classroom as a complete, complex being. The ability to do this requires the development of knowledges of cultural responsiveness, inclusive
practice, multiculturalism, and emancipatory teaching. Taking on stances that incorporate these discourses includes holding asset-based views of students, families, neighborhoods, and communities. In addition, the stance of social justice expects that teachers act as advocates for marginalized students and actively question and address inequities within their school contexts.

This stance aligns with that of TC, whose stated goal is based on the belief that one of the key purposes of education is the evolution of democratic society through challenging and transforming social inequities. To achieve this purpose, the university argues that educators need to question taken-for-granted ideas about schooling and the social order and to view themselves as change agents (Villegas & Lucas, 2002). They also need to understand how texts and symbols embedded within schools as institutions work to protect privilege, thus undermining democracy (Shannon, 1993). Educators need to learn and practice transformative pedagogies (Freire, 1970, 1998) that increase access to learning for all students in ways that contribute to a more democratic and just society (Allen, 1999; Beane & Apple, 1995; Greene, 1988, 1995; Shor, 1992).

PROGRAM STRUCTURE

TR@TC2 is a rigorous and intensive full-time teacher preparation program, which includes a substantial experiential element that incorporates components such as: extensive field work in schools, participation in events hosted by educational and community based organizations, and time spent exploring neighborhoods and communities where students attend school and live. Schedules vary based on certification program, course schedules, fieldwork, etc., and students have obligations during the day and in the evening.

As students within the TR@TC2 program, Teaching Residents are members of three overlapping communities:

a) The full TC graduate school community
b) Respective program communities (SIE, TESOL, SCI)
c) The TR@TC2 program community

The opportunity to engage in all three of these communities offers a rich and diverse learning experience where Teaching Residents are able to work with members in each,
and access people who hold varying and sometimes dissonant perspectives, are able to offer diverse forms of expertise, and share a wealth of experience in many forms.

Program Timeline

*Timeline Point 1 [January]: Teachers College Coursework & Fieldwork Begins*

Teaching Residents begin courses required for their respective certification programs (TESOL, SIE, SCI). Residents also participate in fieldwork, an experiential course that introduces Residents to key components of the program.

*Timeline Point 2 [May]: Intensive Summer Institute Begins*

Residents participate in an Intensive Summer Institute, which gives a foundational base of knowledge and skills such that residents can be responsive to the students who come to their classrooms.

*Timeline Point 3 [Mid-August]: Intensive Summer Institute Ends*

*Timeline Point 4 [Late-August]: Residency Begins*

Teaching Residents are paired with Mentor Teachers in TR@TC Partnership Schools and spend four days a week in their placement. Yearlong teaching residencies follow the schedule of the NYCDOE school year, ending in the following June.

*Timeline Point 5 [September]: Integrating Seminar and Fall Semester Teachers College Coursework Begins*

Integrating Seminar provides an intellectual space where knowledges, skills, and practical experiences are integrated and connected, and mutually informing. Residents continue with their required coursework for their respective certification programs (TESOL, SIE, SCI).

*Timeline Point 6: [December]: Fall Semester Coursework Ends*

*Timeline Point 7 [January]: Spring Semester Teachers College Coursework Begins*

Residents enroll in a second semester of Integrating Seminar and continue with their required coursework for their respective certification programs (TESOL, SIE, SCI).

*Timeline Point 8: [May] Spring Semester Teachers College Coursework Ends*
Timeline Point 9: [June] Residency Ends

Teaching Residents complete their yearlong residency at their schools and begin the “Induction” process, transitioning into their roles as teachers of record in NYC public schools.

TR@TC2’S Four Instructional Pillars

Our core purpose rests on four instructional pillars that intentionally foster the development of teaching practices that are integral to becoming inclusive educators.

- **STEM LITERACY AND ENRICHMENT**

This pillar is designed to build a content knowledge base in STEM (science, technology, engineering, and math) subjects that are critical gatekeepers for college entry. TR@TC2 is fortunate to be collaborating with multiple institutions that offer a myriad of resources in this area that can be used to enhance experiences of learning for Teaching Residents and their students.

- **INSTRUCTIONAL TECHNOLOGY AND ASSISTIVE TECHNOLOGY**

This pillar is designed to engage Teaching Residents in thinking about and experimenting with how new media, digital tools and a variety of hard- and software can be used to support and extend (but not supplant) curriculum. Teaching Residents will learn from educators about structures, strategies and supports that can be incorporated into the classroom that will enhance students’ abilities to use technology both in and outside of the classroom context.

- **UNIVERSAL DESIGN FOR LEARNING AND CURRICULUM DEVELOPMENT**

This pillar is designed to equip Teaching Residents with skills needed in order to use content knowledge to (1) design and implement, high quality, rigorous and content-rich curriculum; (2) use formative, varied and authentic assessments to continuously gather evidence about students’ understanding and progress in order to make instructional adjustments that address gaps and support their learning; (3) ensure multiple access points into the academic curriculum so that all learners can be supported to meet high standards; (4) differentiate instruction through adaptations and modifications designed to meet the needs of English language learners and students with disabilities.

- **CO-TEACHING AND CO-PLANNING ACROSS SCIENCE, SPECIAL EDUCATION, AND ENGLISH LANGUAGE INSTRUCTION**

This pillar is designed to assist Teaching Residents in developing collaborative habits that are necessary for teachers who are preparing to work in inclusive settings. This
process includes opportunities to co-plan and co-teach with a Mentor Teacher over the
course of a full school year as well as with peers in the residency cohort. As the
program draws on three teacher education programs and will bring subject teachers and
teacher specialists together, Teaching Residents are also guided to develop curriculum
collaboratively across content and specialization, working together as co-planners and
co-teachers.

Coursework

TESOL, SIE, and SCI strands all include a 38 credit (point) program of study. Courses
vary depending on your program and support Teaching Residents’ development of
important skills and mindsets which effectively support learning in the classroom. These
courses are also based on state requirements that Teaching Residents need in order to
earn their certification.

Core Courses:

The TR@TC2 program includes four core courses that all Teaching Residents
complete. These courses have been created as a sequence and are designed to
introduce students to aspects of learning and teaching in NYC schools in multiple ways.
They are meant to support the growth of Teaching Residents as they work to effectively
put into practice the knowledge and skills they need in order to enter the classroom as
well-prepared beginning teachers.

Field Work (C&T 4200). This experiential course introduces Teaching Residents to the
program and the profession through initial explorations of the four pillars and NYC
schools. It is designed to foster understandings that education, schooling, and teaching
are embedded in and informed by a complex and fluctuating sociopolitical and historical
context.

This course is also designed to engage Teaching Residents in practicing the habits of
mind that are essential for entering a profession, beginning with opportunities to explore
their own learning through experience, critical analysis, and deep reflection.

Intensive Summer Institute (I.S.I.). Intensive Summer Institute lays a foundational base
of knowledge and skills such that residents can be responsive to the students who
come to their classrooms, regardless of labels or designations.

The institute places special emphasis on advancing an inclusive mindset such that
teachers see themselves as responsible for educating all students with whom they
work, regardless of the role they carry in the classroom.
Fall/Spring Integrating Seminar (I.S.). Integrating Seminar provides an intellectual space where knowledges, skills, and practical experiences are integrated and connected, and mutually informing. The seminar is grounded in the idea that theory is not separate from practice. Theory is always consciously or unconsciously informing practice. This course also emphasizes the practice of deliberate decision making, recognizing that teachers need to be intentional in the ways that they facilitate the learning of their students, or themselves.

Program Courses:
All residents complete a course series developed, designed and taught by members of their respective certification programs (TESOL, SIE, SCI). Decisions regarding course load, course type, etc. are determined, in part, by the departments where each certification program is situated. Residents are advised by faculty members from their respective department and engage with the community of their certification program.

Residency
Yearlong teaching residencies begin in late August and follow the schedule of the NYCDOE school year, ending in the following June. Teaching Residents are paired with Mentor Teachers in TR@TC Partnership Schools and spend four days/week in schools. On the fifth day, Fridays, Teaching Residents attend Integrating Seminar.

During the residency, Teaching Residents are paired with a Residency Supervisor, who acts as a critical friend, and regularly and consistently spends time observing the Teaching Resident in the placement class and reflecting on/guiding practice.

Other Experiential Opportunities
In addition to those incorporated into courses, other experiential opportunities are built into TR@TC2, such as time spent with museum educators at the American Museum of Natural History, and other partner institutions. Teaching Residents also have opportunities to participate in a variety of workshops that are hosted by affiliates of TR@TC2 throughout the year.
ELIGIBILITY

There are the three residency programs offered by TR@TC2, each with unique application prerequisites. Please select the program of interest for more information:

Program 1 - TESOL: Requirements to Participate in the TR@TC2 Program

Housed in the Art and Humanities Department, the TESOL Program is interested in questions related to the nature of language as a biological, physical, or psychological phenomenon, as well as to questions concerning how language is used by native speakers and language learners as an interactional, social, or cultural phenomenon. The TESOL is also deeply concerned with how first and second languages are learned, taught, and assessed in a wide range of real-world contexts. Members of the TESOL cohort participate in a variety of classes to prepare teachers to work with ELLs of different proficiency levels in NYC secondary schools. This program leads to certification to teach speakers of a second language. Click here to learn more.

Candidates must:

- Apply and be admitted to the Teaching English to Speakers of Other Languages teacher preparation program at Teachers College
- Not hold (or have held) a teaching certificate in any state
- Be a US citizen or permanent resident
- Have earned a bachelor’s degree
- Demonstrate strong achievement with an academic major/studies
- Demonstrate strong communication skills, both verbal and written

New York State Liberal Arts Teacher Certification Requirements

Additionally, candidates must meet New York State teacher certification requirements for liberal arts before being certified. While it is not mandatory to have all of the liberal arts requirements met before the start of the program, we look for candidates who have met most, if not all of them. These requirements may be met at the undergraduate or graduate levels, but are not courses that are offered within the TR@TC2 program or course sequence. Please refer to all prior coursework completed at accredited institutions to decide which liberal arts requirements you have completed.
Liberal Arts Requirements for TESOL

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<tr>
<td>Language (other than English)</td>
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Program 2 - Secondary Inclusive Education (SIE): Requirements to Participate in the TR@TC2 Program

The Secondary Inclusive Education program is housed within the Department of Curriculum & Teaching. The program is founded on the idea 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. The program cultivates educators who can 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.). Simultaneously, the program seeks to help teachers inquire into how such resistance can be translated into meaningful engagement with existing systems and schooling practices in order to affect change. Click here to learn more.

Candidates Must:

- Apply and be admitted to the Secondary Inclusive Education teacher preparation program at Teachers College
- Not hold (or have held) a teaching certificate in any state
- Be a US citizen or permanent resident
- Have earned a bachelor’s degree
- Demonstrate strong achievement with an academic major/studies
- Demonstrate strong communication skills, both verbal and written

New York State Liberal Arts Teacher Certification Requirements

Additionally, candidates must meet New York State teacher certification requirements for liberal arts before being certified. While it is not mandatory to have all of the liberal
arts requirements met before the start of the program, we look for candidates who have met most, if not all of them. These requirements may be met at the undergraduate or graduate levels, but are not courses that are offered within the TR@TC2 program or course sequence. Please refer to all prior coursework completed at accredited institutions to decide which liberal arts requirements you have completed.

**Liberal Arts Requirements for Secondary Inclusive Education (SIE)**

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<td>Language (other than English)</td>
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**Program 3 - Science Education: Requirements to Participate in the TR@TC2 Program**

The Science Education program is housed within the Department of Mathematics, Science, and Technology, providing students with opportunities to study science education theory and the discipline of science (including its histories, philosophies, and epistemologies), and professional education. It also provides students with opportunities to merge these studies with intensive field experiences through field-based assignments, courses, and internship experiences. Upon its completion students earn both an M.A. degree and a New York State initial license to teach Chemistry or Biology or Physics or Earth Science and General Science in grades seven through twelve. [Click here to learn more.](Click here to learn more)

Candidates Must:

- Apply and be admitted to the [Science Education](Science Education) (including Biology, Chemistry, and Earth Science) teacher preparation program at Teachers College
- Not hold (or have held) a teaching certificate in any state
- Be a US citizen or permanent resident
- Have earned a bachelor’s degree
- Demonstrate strong achievement with an academic major/studies
- Demonstrate strong communication skills, both verbal and written

**New York State Liberal Arts Teacher Certification Requirements**

Additionally, candidates must meet New York State teacher certification requirements for liberal arts before being certified. While it is not mandatory to have all of the liberal arts requirements met before the start of the program, we look for candidates who have
met most, if not all of them. These requirements may be met at the undergraduate or graduate levels, but are not courses that are offered within the TR@TC2 program or course sequence. Please refer to all prior coursework completed at accredited institutions to decide which liberal arts requirements you have completed.

Liberal Arts Requirements for Science Education

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APPLICATION PROCESS

Future Applicants

We are excited to see your interest in applying to the Teaching Residents at Teachers College teacher preparation program! Choosing to pursue a career in teaching is an important decision, so as you continue along in the first steps of this process, we encourage you to contact us with any questions that you may have.

As is true with teaching, the process of learning to teach is one that is filled with complexity and nuance. Our aim over the course of the program is to support you in developing the foundational skills, mindsets, and knowledges that are integral for a career in teaching. We also recognize that these first steps are just the beginning in a life-long pursuit of developing as a teacher. Because of this, we continue to offer support to our alumni in their first years of teaching through the TR@TC2 Induction Program.
Please feel free to contact us with questions that you might have.

Best Wishes,

Suzanne Pratt
Project Manager
Teaching Residents at Teachers College
teaching.residents@tc.edu

Application Cycle

TR@TC2 runs on established cycles that begin in January and end in the June of the following year. The TR@TC2 application for the January 2018 cohort will open in late August or early September. Please email us at teaching.residents@tc.edu if you would like to be added to a mailing list of people who will receive updates regarding applying for the program.

In the meantime, below is a list of application requirements, some that you can get started on now, and others that you’ll need to wait to do.

Finding applicants who are a good fit for TR@TC2 is a process that we take very seriously. Because of this, the final step in our application process will include a two day in-person interview process for application finalists only. This interview process will take place in mid-November. We will contact finalists with invitations to participate in this event by November 9, 2017. Applicants who are finalists in the admissions process will be asked to be in attendance on both days. For invited finalists living outside of the NYC area, we will discuss and organize travel arrangements with you when we reach out with an invitation to participate.

First Steps to Applying

- Take the GRE: Regardless of educational background, if you have not taken the GRE or other nationally-normed exam (such as the MAT, LSAT, etc.) in the last five years, you must complete this requirement. If you have taken the GRE in the last five years, these scores may be submitted.
- Update your resume: Your resume should be a chronological listing of your employment history, educational history, academic endeavors, and other significant activities.
- Write your TC Statement of Purpose: The Statement of Purpose should be 2-3
pages in length, double-spaced. It should describe your academic and professional background, plans for graduate school, your professional goals, and how and why you are a good fit for the program and specific certification area. It should be tailored to Teachers College and your specific program of interest.

- Write your TR@TC2 supplemental essay: The TR@TC2 supplemental essay is an academic essay that requires applicants to respond to a prompt by both synthesizing both their own personal experience and assigned sources. The TR@TC2 supplemental essay is available upon request prior to the opening of the application. To request supplemental essay materials, email us at teaching.residents@tc.edu.
- Select a writing sample: Select a piece of writing of any genre (e.g. an academic paper from a previous class, a story you’ve written, a poem or lyrics you’ve penned) that makes you particularly proud and that captures your voice. This piece can be of any length and will be uploaded as part of the supplemental TR@TC2 materials when the application is open.
- Work on any out-standing Liberal Arts Requirements: Liberal Arts requirements are defined by the state of New York and must be completed in order to earn New York State certification. These can be completed while in the TR@TC2 program, but we encourage students to have completed as many as possible prior to applying for the program. A table outlining the requirements can be found below.

Liberal Arts requirements are basic course credits that must be completed in order to qualify for New York state certification. The requirements are defined by New York state and can be completed as part of undergraduate coursework, as a non-matriculating student at an accredited institution of higher education, or as part of graduate-level coursework. Prior to graduation from the TR@TC program, all students must have completed these requirements in their entirety. When possible, we encourage students to make arrangements to complete these requirements before entering the program or as soon as possible following entry into the program.
- Spend time substitute teaching or volunteering for an organization that works with youth: We recommend spending time in schooling and/or learning settings while considering applying for TR@TC2 in order to begin to develop a sense of the day-to-day rhythms of working with children, particularly at a secondary level.

Finalizing Your Application

- Complete your TC application: The TR@TC2 application will open in late August or early September. Once open, an announcement will be sent out to all those on our potential applicant mailing list as well as posted on our website.
- Submit transcripts from schools you have attended: Be sure to make arrangements for official transcripts from all higher education institutions to be submitted to Teachers College, even if you took only a few classes and/or did not finish a degree from the school.
- Wait to hear about Round 2 of the application process: Some applicants will be
invited to participate in the TR@TC2 Admissions Institute, which will take place on two days following the application deadline. Dates for this event will be communicated with all applicants who are being invited to attend. Participation in the Admissions Institute is necessary for all applicants who wish to be considered for the program.

FAQ

- 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.

- What financial supports do Teaching Residents receive while in the program?

All candidates who participate as Teaching Residents in the program receive:

- $30,000 living stipend
- A substantial scholarship
- Health insurance assistance
- In exchange for this financial package, residents agree to teach in high-need schools in New York City for a minimum of three years. All finalized financial support offerings will be expressed in writing within the program acceptance package.

CONTACT INFORMATION

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