

## **TR@TC2--Teaching Residents at Teachers College, Columbia University**

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**Organization:** Teachers College, Columbia University

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**Priorities:** AP2, CP1, CP2

**Award Amount:** \$1,000,516

**Abstract:** Teachers College, Columbia University (TC) proposes to partner with the New York City Department of Education, a consortium of high-needs schools, three academic programs at TC, Barnard College, and the American Museum of Natural History to create a model teacher residency program that improves the quality of new and prospective teachers in high-need public schools in New York City.

The Teaching Residents at Teachers College<sup>2</sup>, Columbia University Program (**TR@TC2**) will take graduates through an 18-month program that leads to New York State teacher certification and a Masters degree. It will recruit academically talented, diverse individuals, and transform them into exemplary, highly qualified teachers of English as a Second Language, Students with Disabilities, Science—Biology and General Science, and Science-Students with Disabilities. The program includes an 18-month residency, comprehensive two-year induction support, enhanced professional development, supportive mentoring and collaborative research.

The program's distinguishing features include: a core curriculum focused on learners' multiple and integrated needs; education rounds that engage TRs as communities of learners amongst themselves and within their residency communities; the use of empirically-based practices with large effects on achievement; and a deliberate focus on middle school learners where the issues of shortages and under qualified teachers is particularly acute. The program has as its foundation four instructional pillars: STEM Literacy and Enrichment; Instructional Technology and Assistive Technology, Universal Design for Learning and Curriculum Development; and Co-Teaching and Co-Planning across Science, Special Education, and English as a Second Language.

Summative and formative evaluations, together with faculty research projects, will increase the knowledge base for research and teaching at the College and in the classroom. The purposeful integration of high quality preparation and professional development in STEM subjects with that of meeting the needs of diverse learners will enable TRs to develop and enact curriculum across content and specialization. Engagement with school staff and principals will strengthen and expand school communities and enable embedded and sustainable change.

Finally, improving services for students with disabilities and English language learners, both generally and also within the sciences, will break down traditional boundaries that often limit the applicability of specialist knowledge in the general education classroom.

Over five years **TR@TC2** will connect at least 90 TC graduates and their faculty representatives with New York City public schools. 90 mentor teachers will be served by **TR@TC2**'s mentor professional development, and all of the staff at each partnership school will be invited to participate in professional development through **TR@TC2** or TC.

