

TEACHER RESIDENCY (MAT)

Department Website (<https://teachereducation.steinhardt.nyu.edu/>)

NYSED: 38032 **HEGIS:** 0803.00 **CIP:** 13.1205

Program Description

The Teacher Residency is a one-year comprehensive, combined residency and master of arts in teaching (MAT) program for educators, preparing participants to teach students of all backgrounds and instructional needs and to become an integral part of a school and community. All teacher residents are eligible for some level of scholarship and financial aid. Additionally, there are opportunities to earn subsidies or wages depending on your residency location.

Graduates are eligible for initial teacher certification in the following subject areas for grades 7-12, with an extension for grades 5 and 6:

- English
- Mathematics
- Science: Biology, Chemistry, Earth Science or Physics
- Social Studies
- Students with Disabilities (All Grades)

The program partners with school districts and charter organizations that share the program's goal to transform teacher preparation. Participation in the residency through partner schools in these regions: New York City; Upstate and Central NY; Rhode Island; and Washington, DC.

Accreditation (AAQEP)

The New York University Teacher Education Program, which is designed to prepare students to meet the challenges of teaching and leadership in today's demanding educational environment, is granted accreditation by the Association for Advancing Quality Educator Programs (AAQEP) for a period of seven years, from April 2020 to June 2027. This accreditation certifies that the fore-named professional education program has provided evidence that the program adheres to AAQEP's quality principles.

Admissions

Admission to graduate programs in the Steinhardt School of Culture, Education, and Human Development requires the following minimum components:

- Résumé/CV
- Statement of Purpose
- Letters of Recommendation
- Transcripts
- Proficiency in English

See NYU Steinhardt's Graduate Admissions website (<https://steinhardt.nyu.edu/admissions/how-apply/graduate-students/>) for additional information on school-wide admission. Some programs may require additional components for admissions.

See Admissions (https://teachereducation.steinhardt.nyu.edu/application-process/?_ga=2.249668806.1965582518.1715691295-967551849.1713275537) for admission requirements and instructions specific to this program.

Program Requirements

Course	Title	Credits
Major Requirements		
<i>Foundations</i>		
EMAT-GE 2001	Who Are We and Where Do We Learn and Teach?	4.5
<i>Pedagogical Content</i>		
EMAT-GE 2007	How Do I Build Classroom Community Where All Students Can Thrive?	3
or EMAT-GE 2021	What are Special Education Policy and Process Responsibilities?	
EMAT-GE 2025	How Do I Know What They Know?	3
EMAT-GE 2018	How Do I Teach Reading and Writing in My Discipline?	3
EMAT-GE 2020	What is Special Education?	3
or EMAT-GE 2024	How Do I Teach Students with Low-Incidence Disabilities?	
EMAT-GE 2030	What Are My Professional Responsibilities?	2
<i>Content in Specialization</i>		
EMAT-GE 2009	What Do I Teach?	3
or EMAT-GE 2022	How Do I Teach Students with High-Incidence Disabilities?	
Select one of the following:		3
EMAT-GE 2012	What is Math and How Do I Teach It?	
EMAT-GE 2011	What is English and How Do I Teach It?	
EMAT-GE 2013	What is Science and How Do I Teach It?	
EMAT-GE 2014	What is Social Studies and How Do I Teach It?	
EMAT-GE 2023	How Do I Design Curricula for All SWD Across Grades and Content?	
<i>Culminating Experience</i>		
EMAT-GE 2035	How Do I Make a Difference with Research?	5.5
Total Credits		30

Sample Plan of Study

Course	Title	Credits
1st Semester/Term		
EMAT-GE 2001	Who Are We and Where Do We Learn and Teach?	4.5
Credits		4.5
2nd Semester/Term		
Select one of the following:		3
EMAT-GE 2007	How Do I Build Classroom Community Where All Students Can Thrive?	
EMAT-GE 2021	What are Special Education Policy and Process Responsibilities?	
Select one of the following:		3
EMAT-GE 2009	What Do I Teach?	
EMAT-GE 2022	How Do I Teach Students with High-Incidence Disabilities?	
EMAT-GE 2015	Portfolio I	0
Select one of the following:		3
EMAT-GE 2011	What is English and How Do I Teach It?	
EMAT-GE 2012	What is Math and How Do I Teach It?	
EMAT-GE 2013	What is Science and How Do I Teach It?	
EMAT-GE 2014	What is Social Studies and How Do I Teach It?	
EMAT-GE 2023	How Do I Design Curricula for All SWD Across Grades and Content?	
Credits		9

3rd Semester/Term

EMAT-GE 2025	How Do I Know What They Know?	3
EMAT-GE 2016	Portfolio II	0
EMAT-GE 2025	How Do I Know What They Know?	3
Select one of the following:		3
EMAT-GE 2020	What is Special Education?	
EMAT-GE 2024	How Do I Teach Students with Low-Incidence Disabilities?	
EMAT-GE 2017	Portfolio III	0
EMAT-GE 2030	What Are My Professional Responsibilities?	2
Credits		11

4th Semester/Term

EMAT-GE 2035	How Do I Make a Difference with Research?	5.5
Credits		5.5
Total Credits		30

facility or issue you a license. You should inform yourself of offenses or other facts that may prevent obtaining a license to practice in your field of study. NYU Steinhardt will not be responsible if you are unable to complete program requirements or cannot obtain a license to practice in your field because of the results of such background.

NYU Policies

University-wide policies can be found on the New York University Policy pages (<https://bulletins.nyu.edu/nyu/policies/>).

Stern Policies

Additional academic policies can be found on the Stern Graduate Academic Policies page (<https://bulletins.nyu.edu/graduate/business/academic-policies/>).

Learning Outcomes

Upon successful completion of the program, graduates will:

1. Build relationships with students and families with the goal of fostering student learning, engagement and well-being.
2. Integrate theory/research with pedagogical and classroom practice.
3. Develop and implement discipline-based curricula, unit plans and lessons that are coherent, use culturally relevant pedagogies, and foster experiential learning.
4. Create and apply classroom strategies that are explicit, innovative, appropriate for a specific context, and use technology to support student learning.
5. Develop a practice that is equitable and inclusive and acquire the skills of a professional educator.

Policies

Department of Teaching and Learning

Policy on Academic Progress

Students are expected to maintain satisfactory progress each semester per Steinhardt's policy on academic progress. The minimum required GPA for satisfactory academic progress is a 3.0 (equivalent to a B) for Master's and Advanced Certificate students in the Department of Teaching and Learning. A grade minimum of B- in student teaching seminar courses is required for students in teacher certification track programs.

Students with a grade point average below this will be considered not making satisfactory progress and will be reviewed by the Steinhardt Committee on Student Progress. Please review Steinhardt's Academic Policies and Procedures (<https://steinhardt.nyu.edu/current-students/academic-policies-and-procedures/>) page for more information.

Pass/Fail Grading Option

MA and Advanced Certificate students in the Department of Teaching and Learning are not permitted to take required courses Pass/Fail. Elective courses may be taken Pass/Fail with program approval. The Pass/Fail option must be chosen by the fifth week of classes for the Fall and Spring semesters and the fifth day of Summer session classes.

Fieldwork Placement

Be advised that fieldwork placement facilities that provide training required for your program degree, and agencies that issue licenses for practice in your field of study, each may require you to undergo general and criminal background checks, the results of which the facility or agency must find acceptable before it will allow you to train at its