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For further policies for the NYU Steinhardt School, please see the [Steinhardt graduate bulletin](#).
Please note that any program-specific policies listed in this handbook supersede the policies included in the Steinhardt graduate bulletin.
Welcome to the NYU Teacher Residency Program

Dear resident teachers:

Welcome to NYU’s Teacher Residency Program. This teacher education program provides you with the unique opportunity to earn a graduate degree through combining rigorous online coursework with immersive on-site experiences while working and teaching in underserved schools.

Beginning with your first class - or “module,” as we call them - in the Teacher Residency, you will find that the educational theories you explore in your coursework are connected in central ways to your classroom teaching. The NYU faculty teaching the Residency modules have expertise that combines content, pedagogy, educational theory, and practice, so they will help you make connections between learning theory and research, and your classroom-based experiences. In the school where you will be embedded throughout the year, you are going to work in a student-facing role while also learning to teach alongside a Teaching Mentor in your content area. Following our Gradual Release Model, you will gradually assume full responsibility in the second part of the year for the classroom and students’ learning, supported each step of the way by your site’s Residency Director, the faculty teaching the modules of instruction, your school-based Teaching Mentor, and your Content Mentor who will work with you throughout the year.

As a result of your participation in this innovative teacher preparation program, you have the opportunity to develop a thorough foundation in theory and practice that will support your first years of educational practice and your continued development as a professional educator throughout your career. We look forward to getting to know you and wish you much success in your teaching.

Warm wishes,

Diana B. Turk, PhD
Director of Teacher Education
Associate Professor and Chair,
Department of Teaching and Learning
Steinhardt School of Culture, Education, and Human Development
New York University
Mission Statements

The Steinhardt School of Culture, Education, and Human Development

NYU Steinhardt advances knowledge, creativity, and innovation at the crossroads of human learning, culture, development, and well-being. Through rigorous research and education, both within and across disciplines, the School’s faculty and students evaluate and redefine processes, practices, and policies in their respective fields and, from a global as well as community perspective, lead in an ever-changing world.

The Department of Teaching and Learning

Teacher education focuses not just on the preparation of professionals whose knowledge is concerned with the teaching and learning process. Our teachers instead must be educated to know the lives of their students, their families, the school, and the community. Teacher education must be dynamic, innovative, and iterative. Our students must be informed, and our curricula must be continually reformed and revitalized by emerging theory and research in a broad range of specific subjects and foundational disciplines. The Department of Teaching and Learning has organized its courses, developed its programs, integrated university course work with school-based experiences, and designed research, demonstration, and training grants to achieve five goals:

1. to build a department that prepares educators, broadly defined, with a coherent vision of change and of their roles in achieving it;
2. to build an educational community with common themes and understandings that cross traditional conceptions of levels of study, faculty/student roles, academic areas of specialization, and cultures, while recognizing the particular requirements of diverse specializations;
3. to build programs that prepare educators with a solid grasp of the historical forces that have shaped schools, of the philosophical positions that shape ideologies, and of the complexities of learning and teaching in a multicultural, multiethnic world that is constantly subject to change from social, political, and technological forces;
4. to build a scholarly community rooted in reality and firmly committed to improving urban education; and
5. to build a relationship with our students, alumni, field-based professionals, and community that creates support groups and networks that will serve them as they meet the difficulties and challenges of teaching.
NYU Teacher Residency

The NYU Teacher Residency consists of two strands: A secondary program, with specializations in secondary English, secondary math, secondary science, secondary history/social studies, secondary special education (generalist), and an Inclusive Childhood Program. Both draw on the University’s founding mission to prepare urban teachers to tap urban energies. We offer a school-embedded immersion experience, where resident teachers are engaged in schools with robust, consistent, and ongoing support provided both online and in-person by residency directors, teaching mentors, content mentors, and faculty instructors. The program’s module-based learning environments are inquiry-focused, student-centered, video-rich, and linked throughout to real-world classroom practices. The faculty who lead and teach in the program pride themselves on blending content expertise with expertise in pedagogy and educational theory and practice; resident teachers will find that their peers serve as mentors and guides as well. Successful completion of the program leads to a Master’s degree, but graduate resident teachers will be recommended for a teaching credential only when they successfully demonstrate that they have mastered the competencies needed to be effective teachers and mentors to all the learners in their classrooms. With strong emphasis woven throughout its modules on antiracist and abolitionist teaching, content expertise, literacy instruction, special education, teaching emergent bilinguals, universal design for learning principles, educational technologies, and attention to equity and diversity, the NYU Teacher Residency offers a truly integrated, cutting-edge approach to preparing highly effective teachers who will be leaders in their schools and change agents who will help revitalize and rejuvenate urban education.

What It Means To Be a National Program
As a national teacher residency with partner sites across New York state, Florida, and Washington D.C., with several other districts and networks under development, we take very seriously the charge to prepare teachers for the social, cultural, economic, political, and geographic contexts in which they will teach and learn. At the same time, we work hard to maintain fidelity across all of our sites to our model of teacher preparation. We allow faculty to tailor the sections of modules that they teach to the specific needs and contexts of the residents enrolled, while at the same time ensuring that there is integrity of content and instruction for all residents enrolled in our program. Simultaneously, we seek consistency for our residents, such that all residents who go through our program have the same access and opportunities for learning and challenge as do their peers in other geographic settings. We also strive for contextual grounding and site-based specificity, believing that the contexts in which we learn and teach do and must shape our pedagogical, curricular, and instructional choices. This is an ongoing process, and we encourage all faculty to engage fully with the tension that exists between preparing residents for specific contexts and maintaining overall consistency and commonality throughout our program branches.
NYU Teacher Residency Identity Statement: Who We Are and How We Operate

Anti-racist, Inclusive, and Committed to Equity, and Intentional in Community-Engaged Partnerships

We take very seriously our stance as anti-racist educators who are committed to racial, social, and cultural justice honoring a common humanity. We are working actively and in an ongoing manner to dismantle structural and individual racism in the environments in which we work. We aim to honor the ideas, people, backgrounds, skills, and identities historically marginalized by white supremacy, and the learning, knowledge, and experience of our residents, our community partners, our school partners, and our colleagues. We value inclusivity of the aforementioned and deliberately oppose ideas and views that promote systemic inequities. We strive to choose our district and charter partners intentionally, embedding ourselves in partner communities. Within those communities, we choose our school mentors with care and rigor, and work with all of our community partners with integrity and respect for their expertise, effort, and knowledge. We work to support, honor, and learn from and with the people and communities our partner schools serve and place great value on their funds of knowledge and the resources they offer our schools, our Resident Teachers, our residency directors, and our program. We share with our partner communities a deep desire to impact and affect change and sustainability intentionally, both within the schools in which we work with and within the broader communities of which they are a part. We are committed to practicing inclusivity and promoting accessibility for all learners and all people.

Collaborative and Iterative, Adhering to a Design-Thinking Approach

We use a design approach to our curriculum and program-related work, making choices with intentionality and in ways that are responsive and purposely iterative. We are committed to ongoing and continuous improvement and consistently update our materials and pedagogical approaches. We are deeply collaborative in our work with each other, our partners, and Resident Teachers, learning and listening alongside both, and provide instruction and spaces for our Resident Teachers to embrace and practice collaboration among themselves. Our courses are cross-disciplinary, with input from faculty with a variety of expertises and experiences to ensure we engage with up-to-date pedagogical research that is holistically connected to real-world practice. We operate within our faculty using a consensus model, which ensures all members not only have a say and a stake in what we do, who we are, and how we operate, but also and especially that we are all actively working towards the same goals and objectives. We do our utmost to act with integrity, flexibility, and humility, ensuring that our humanity is front and center with our partners, our Resident Teachers, the students our residents teach, and each other.
Effective, Reflective, Supportive, and Skilled Community

Our work centers on preparing teachers who are highly effective, reflective, caring, and skilled. We use a holistic Learning to Teach Framework and support Resident Teachers through a gradual release of responsibility to build efficacy, thereby pushing them to embrace their role as advocates for both their school communities and for themselves. We engage in modeling as well as parallel process work to guide our Resident Teachers to build capacity and leadership. Our program engages our residents as human beings, extending empathy, engagement, and support for their social-emotional health and well being. As we build close relationships across our program, we model for our residents and teach them at the same time to create supportive learning environments that are responsive and accommodating to all learners and all identities. We work directly to support our partner school communities, providing mentorship to administrators, teachers, and staff. We engage our Resident Teachers in long-term youth participatory action research (YPAR) with their students to solve problems that the latter consider important, thereby supporting the communities in which they work and learn. Overall, we strive to build a community of learners - including faculty, Resident Teachers, graduates, mentors, building leaders, and other partners - who are committed to ongoing and continuous reflection, learning, support, research, engagement, and improvement.
# NYU Teacher Residency Faculty and Staff Contacts

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Definitions, Roles, and Responsibilities

Resident Teachers

NYU Resident Teachers are graduate students in the online Teacher Residency Inclusive Childhood Program or in one of the Secondary education areas of English, math, science, special education, and social studies. Resident Teachers complete year-long school-embedded fieldwork experiences linked to the Teacher Residency, while in the Full Day Model they are also paid employees of a public school or public charter school working in student-facing positions such as teacher assistant or paraprofessional. Resident Teachers begin their classroom residency in a support role to the Teaching Mentor and, based on the co-teaching paradigm, gradually assume full responsibility for the classroom by the second half of the year by demonstrating mastery through a specific graduated sequence. Resident Teachers are guided and coached by Residency Directors in a school-based cohort and by their Content Mentors in their content area.

Key Faculty & School-Based Support Personnel

The faculty at NYU-Steinhardt work as a team and coordinate and communicate with you about your teaching and progress. The following individuals support Resident Teachers as they progress through the program:

Residency Director

A site-based Residency Director coordinates with each district and school and provides onsite support for Residency Partner School Sites. These faculty members support and provide ongoing feedback to NYU Resident Teachers during their year-long residencies. They deliver ongoing coaching and professional development for Teaching Mentors within their district school settings. The Residency Director works closely with the School-Based Site Lead to support schools and districts in setting goals for the partner school sites. The Residency Director maintains knowledge of and communication with educators across other local field sites to gain opportunities for Resident Teachers to observe other models of instruction. Residency Directors teach courses and modules related to their areas of expertise in the NYU Teacher Residency. They also serve as advisors to the Resident Teachers assigned to their districts and work alongside Content Mentors to provide ongoing feedback on and evaluation of Resident Teachers’ teaching efficacy as captured in the PROP process and end-of-year decision granting certification. In addition, they review the contents of each module that the Resident Teachers complete and endeavor to connect module learning to their coaching work with Resident Teachers in the schools.
School-Based Teaching Mentor
A Teaching Mentor is an experienced and skilled classroom teacher of record. Each Teaching Mentor is paired with a Resident Teacher, whose growth and performance they support. Teaching Mentors engage Resident Teachers in ongoing conversation about the Mentors’ and Resident Teachers’ teaching and learning practices, and they encourage Resident Teachers to ask questions and reflect thoughtfully. Teaching Mentors encourage Resident Teachers to share what they observe about the Teaching Mentor’s classroom practice and to discuss these observations carefully and non-defensively. The Mentor-Resident Teacher relationship evolves as the residency progresses into a partnership between Mentor and Resident Teacher, with both suggesting new teaching and learning ideas and both devising ways to test them in the classroom.

Teaching Mentors participate in ongoing professional development and conversation with NYU faculty to support them in providing constructive, empathetic feedback to Resident Teachers. Teaching Mentors meet with their Resident Teachers to prepare for lessons, provide coaching and weekly feedback, and share reflections and instructional choices.

Module Instructor
The NYU Module Instructor is responsible for the planning and implementation of a specific module in the Resident Teachers’ program. The Module Instructor evaluates the Resident Teachers’ module assignments and submits grades for each module in the program. Module Instructors are NYU faculty members who are experts in their fields.

Content Mentor
The Content Mentor is an NYU faculty member and subject matter expert who provides explicit instruction and guidance that links theory to classroom practice for Resident Teachers in the content area of the Resident Teacher’s job-embedded assignment. Content Mentors work closely with content-specific cohorts of Resident Teachers throughout the year, providing support through small-group instruction, workshops, and one-on-one assistance in bringing content to life in the classroom. This person also provides ongoing support and feedback on Resident Teachers’ developing practice. Content Mentors assign up to three hours per week of content-related material for Resident Teachers and engage with them regularly in synchronous and asynchronous activities. Content Mentors are responsible for instructing and grading module 5, which they teach in subject-specific sections, and for doing all formal assessments of Resident Teachers’ teaching practice. The Content Mentor serves alongside the Residency Director, as necessary, as an intermediary and advocate for the Resident Teachers when issues or problems arise.
Structure of the NYU Teacher Residency

The NYU Teacher Residency includes a year-long residency in an urban classroom, during which time the Resident Teacher completes 10 modules in the Secondary programs and 12 modules in the Inclusive Childhood program, which connect fieldwork to coursework and coursework to fieldwork.

The Resident Teachers serve as staff members in their schools while working alongside Teaching Mentors, assisting, supporting, and co-teaching at least two sections or classes. In addition, Resident Teachers may be involved in other learner-focused, pedagogically-relevant tasks outside the classroom assignment such as tutoring and supervision.

Teacher Residency Coursework

Graduate coursework is completed in online “modules” with NYU Faculty who have expertise in content, pedagogy, educational theory, and school-based practice. Each module is designed to link theory to practice through an inquiry-focused, student-centered, and video-rich learning environment. The module titles communicate the Teacher Residency’s goal of integrating theory with practice; these titles are atypical of teacher preparation programs:

Secondary Teacher Residency Program

Modules 1 - 2
Who Are We and Where Do We Learn and Teach?

Module 3
• How Do I Build a Culture of Achievement for My Students and Myself?
• What are Special Education Policy and Process Responsibilities? (Special Education)

Module 4
What Do I Teach?

How Do I Teach Students with High-Incidence Disabilities? (Special Education)

Module 5
• How Do I Teach Content?
• What is English & How Do I Teach It?
• What is Math and How Do I Teach It?
• How Do I Teach Science?
• How Do I Teach Social Studies?
• How Do I Teach and Collaborate Across Content? (Special Education)

Module 6
How Do I Know What They Know?

Module 7
How Do I Teach Reading & Writing in My Discipline?

Module 8
• What is Special Education?
• How do I Teach Students with Low-Incidence Disabilities? (Special Education)
In addition, Secondary Education Resident Teachers must complete and reach the target rating in a series of PROP (Presentation of Residents' Overall Progress) assignments (EMAT-GE.2015, EMAT-GE.2016, and EMAT-GE.2017).

Inclusive Childhood Program

Module 1
Who Are We in Childhood Education?

Module 2
What Is Inclusion?

Module 3
How Can I Build Class Community?

Module 4
How Do I Teach Literacy for All Learners?

Module 5
How Do I Teach Math for All Learners?

Module 6
What Are My Professional Responsibilities?

Module 7
How Do I Make a Difference with Environmental Science?

Module 8
How Can I Teach History, Civics, and Global Awareness for All?

Module 9
How Can I Navigate Curriculum and Integrate Arts?

Module 10
How Do I Know what Childhood Learners Know and Can Do?

Module 11
How Can I Teach Literacy Throughout Development?

Module 12
How Do I Make a Difference and Build Leadership through Participatory Action Research?

In addition, Inclusive Childhood Education Resident Teachers must complete and reach the target rating in a series of PROP (Presentation of Residents’ Overall Progress) assignments (EMAT-GE.2015, EMAT-GE.2016, and EMAT-GE.2017).
Conceptual Through-Threads

Through-threads are key concepts woven throughout the Teacher Residency modules. Teacher Residency faculty focus on each concept in all of the modules and seek to instill in our Resident Teachers understanding and expertise in ways of integrating and addressing these concepts. The NYU Teacher Residency through-threads are:

• Anti-Racism
• Content
• Universal Design for Learning
• Literacies
• Special Education
• Emergent Bilinguals
• Families and Communities
• Technologies for Learning and Teaching
• Equity

Faculty constantly interrogate our work in the Teacher Residency program to ensure that these through-threads are clear, operational, and rich in learning possibilities for our Resident Teachers.

NYU Teacher Residency - A Gradual Release Model

Through our Gradual Release into Teaching model, Resident Teachers work with at least two of their Teaching Mentor’s classes throughout the year. The Resident Teacher begins by supporting the Teaching Mentor and, based on the co-teaching paradigm, gradually assumes full responsibility for all aspects of the classes. Theory and practice are joined through the alignment of the graduated Phases with the ten Modules that make up the NYU Teacher Residency coursework. As the program progresses, the Resident Teacher assumes full responsibility for managing and teaching the classes, with the support of the Teaching Mentor and guided by feedback from the Residency Director. Due to the nature of the Resident Teacher’s school-embedded work assignment, the Teaching Mentor and Resident Teacher are recognized as a classroom co-teaching team made up of an experienced teacher and a novice.

Throughout their teaching residency, Resident Teachers reflect on their practice and receive feedback using the Learning to Teach Framework, which is based on the Danielson Framework for Teaching (2013) and the Framework for Equity and Excellence in Teaching, or FEET (2019). The Learning to Teach Framework outlines the teaching practices and skills as well as knowledge and stances that the Resident Teachers work to master over the course of their Residency year. Residency Directors provide regular feedback to Resident Teachers on their progress in mastering the components of effective teaching.
The NYU Learning to Teach Framework

The NYU Learning to Teach Framework marks our Teacher Residency as a participating member in what has been called the “practice shift” in education in the United States. This calls for what one set of researchers has called a “focus on specifying teaching practices that entail knowledge and doing” - in other words, the acts of teaching. The Framework is thus a set of core practices, the purpose of which is to provide a set of guidelines for the development of the teaching practice, with signposts to encourage Resident Teachers and their Teaching Mentors to pause, look, and talk together.

It is important to note that the Framework does not reduce the complexity of teaching to a mere set of behaviors. Indeed, teaching is complex because it is situated. It happens in a context in which human actors other than the teacher - including especially students, but also principals, parents, and others - also play crucial roles, as do variations in space, time, materials, the content taught, and many other factors. The role of core practices such as those outlined in the Framework is not to discount such situatedness or reduce it to “mere noise,” but rather to equip novice teachers to manage it.

Resident Teachers use the 11 components of the NYU Learning to Teach Framework as an overall developmental guide and set of signposts – signaling when to pause, reflect, and discuss, as well as for extended discussion of the components. Resident Teachers especially rely on these extended discussions as they engage in formative assessment activities within the PROP process. Residency Directors and Content Mentors use the Learning to Teach Framework to help guide their instruction and coaching, and they, as well as our External Evaluators, also use the components as the basis of their decisions about who will proceed through “gates” in the program to the faculty’s recommendation for certification.

Core Practices in the NYU Learning to Teach Framework

Danielson Rubric

- Manage classroom procedures
- Engage students in learning
- Reflect on teaching
- Grow and develop professionally

Framework for Equity and Excellence in Teaching (FEET)

- Use equitable classroom management strategies
- Design measurable, challenging, and relevant lessons
- Differentiating instruction to challenge students and meet diverse student needs
- Using formal and informal assessment data to monitor student progress toward learning targets
- Establish respectful and productive relationships with students and families
- Make content and language comprehensible for all learners
- Promoting rigorous academic talk

A complete 4-point rubric, associated with these core practices in the NYU Learning to Teach Framework is shared in the orientation course and discussed at a community meeting in the early fall.
The PROP (Presentation of Resident’s Overall Progress) Process

During the course of the program, residents will engage in a year-long series of observations and artifact evaluations, grounded in our Learning to Teach Framework, culminating in presenting and reflecting on their practice and their growth at the end of Module 8. Once a module, in a manner aligned with a particular component or set of components, residents will demonstrate their practice for their RD, CM, and/or school/district faculty and engage in a coaching and feedback session with participating faculty member(s)/school faculty (TM, SL, etc.). After Module 8, residents will present their PROP and engage in conversations about their practice and philosophy with faculty members via Zoom.

There is no expectation that PROP observations and assignments will demonstrate mastery. Indeed, mastery is a long-term target for Resident Teachers in the Teacher Residency, which aims instead – even in its summative assessment – for basic facility in the 11 core practices. Still, basic facility takes a good deal of time and attention to develop.

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<td>Managing Classroom Procedures &amp; Equitable Classroom Management Strategies</td>
<td>RD and MT/SL observation and debrief</td>
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<td>4</td>
<td>Respectful and Productive Relationships</td>
<td>RD observation, plus an artifact demonstrating 2-way parent communication</td>
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<td>5</td>
<td>Measurable, Challenging, and Relevant Lesson Plans</td>
<td>Lesson plan with summary/eflection with citations given to CM</td>
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<tr>
<td>6</td>
<td>Use Formal and Informal Assessment Data to Monitor Student Progress</td>
<td>Assessment and samples of student feedback with a reflection/summary explaining how resident uses data to adjust instruction, with citations—given to CM</td>
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</table>
| 7      | • Make Content and Language Comprehensible  
• Engage Students in Learning & Promote Rigorous Academic Talk | • Module 7 Reading or Writing Lesson with reflection/summary with citations given to CM  
• RD and MT/SL observation and debrief |
| 8      | Differentiate Instruction to Challenge Students and Meet Diverse Student Needs | Case Study Differentiation and Individualization assignment with reflection/summary and citation—given to CM |
| After Module 8 | Reflect on Teaching | Presentation delivered via Zoom to RD and other faculty members |
Online Delivery of Coursework

Each of the ten modules is taught by an experienced NYU Faculty member with expertise in pedagogy and educational theory and practice. The modules are based largely on student-centered asynchronous teaching and learning hosted by Canvas, NYU’s Learning Management System. Central to this learning approach is the peer-to-peer interaction that occurs through activities such as discussion boards and collaborative interactions between Resident Teachers. Asynchronous teaching and learning are further enhanced through the Resident Teachers’ cohorts created by faculty, who provide peer-to-peer support and critical feedback.

The faculty expect that Resident Teachers will spend approximately 20 hours weekly in activities related to module completion:

Synchronous Meetings
There is one synchronous meeting per week for each module. Synchronous meetings are essential components of online learning, and it is vital that Resident Teachers attend all synchronous sessions.

Content Groups
Resident Teachers are assigned to work in groups with their Content Mentor. Content Mentors are experts in their field of study and in linking content, theory, and pedagogy in the relevant discipline. They are responsible for assisting and guiding their Resident Teachers to make deeper connections between their content area and pedagogical practice. Content Mentors assign up to three hours per week of content-related material to Resident Teachers. These content-related hours are included in the approximately 20 hours weekly of estimated time that Resident Teachers will spend engaged in activities related to module completion. Content Groups have regular synchronous meetings that are required for Resident Teachers.

Coaching and Feedback through the Use of Videotaped Practice

Resident Teachers receive ongoing and individualized feedback related to their teaching practice from NYU faculty in person and through an online video platform called TORSH Talent. Through regular video uploads to Content Mentors and Module Instructors (sometimes one or the other and sometimes both), Resident Teachers receive explicit feedback and guidance on each required teaching segment and on various “teacher moves.” Talent is an easy recording, uploading, and annotating tool that allows Resident Teachers to record and upload video segments (or entire classes) and then clip them to shorter segments as well as tag them for particular relevance to specific domains of analysis. Certain occurrences within each video-taped teaching segment can then be bookmarked by the faculty, along with explanatory comments, annotations, and even supporting uploads. This video-based classroom observation tool and data management platform is an important resource used to guide and develop each Resident Teacher’s teaching practice through discussion with and guidance from the Module Instructors and the Content Mentor.
Expectations for Resident Teachers and Program Outcomes

Outline of Expectations for Resident Teachers

1. **Meet Your Partner School’s Expectations:** Resident Teachers must remain in good standing with their residency school.*

2. **Maintain Good Academic Standing in the Teacher Residency:** Resident Teachers must maintain GPAs, term-to-date and cumulative, of 3.0 or better to remain in good standing in the Teacher Residency program.

3. **Meet Teacher Practice Standards for the Teacher Residency:** In order to earn a Master of Arts in Teaching and be recommended for New York State certification, Resident Teachers must attain a certification target rating of between Developing and Effective (2.7 on a 4.0 scale) on their PROP observations and artifact submissions throughout the year; reach the certification target score on their final PROP presentation; and earn final ratings of Effective on all components of the Resident Commitments form.

4. **Meet the Expectations of NYU Steinhardt for Student Behavior:** Resident Teachers must abide by all Steinhardt and NYU rules and regulations regarding enrolled students, including during all synchronous and asynchronous meetings. (see below for Meeting School Site Commitments as an NYU Resident Teacher)

5. **Use NYU Email for All Communication:** Official university communications will be distributed using only NYU’s systems. Resident Teachers are expected to use NYU’s email. Unless otherwise stated, Teacher Residency communications will supersede all other NYU-wide communications. Resident Teachers are expected to respond to faculty or staff inquiries within 24 business hours. If you are unclear on a process, please consult with your Student Support Coach for clarification.

6. **Complete NYU Teacher Residency Surveys:** Resident Teachers must complete all program-related surveys.

7. **Attend all Required Synchronous Module and Content Meetings as well as Monthly Community Meetings:** Resident Teachers must attend all virtual synchronous module and content meetings, including those held by Module Instructors, Content Mentors, and Teacher Residency administrators. The fast-paced, rigorous, collaborative nature of the program demands that Resident Teachers attend all modules and sessions in order to remain up-to-date on information, engage in learning experiences, and interact productively with their peers. Resident Teachers are expected to communicate with program faculty in advance regarding absences. Excessive absences may affect Resident Teachers’ module and content grades for the reasons stated above.

For information regarding the synchronous meetings for each module, please see the notes section of the NYU Albert schedule.

*Dismissal from the Teacher Residency: If at any point during the Teacher Residency a Resident Teacher should be dismissed from their residency school, they would also be dismissed from the Teacher Residency. Should a Resident Teacher engage in egregious behavior that endangers or harms students, peers, or faculty physically or emotionally, or should they be dismissed from their school for repeatedly receiving less than effective ratings on their School Site Commitments Form, they will be dismissed from the program. Resident Teachers removed from NYU’s Teacher Residency by a partner institution, other than for egregious behavior, may re-apply for admission in a subsequent year with a different partner organization. For questions about this process, please contact your Student Support Coach.*
Expectations for Resident Teachers, Explained

Expectation #1: Meeting School Site Commitments

NYU Resident Teachers should maintain school site standards when they are doing Teacher Residency-related work and at all times within their school settings. Successful completion of the Teacher Residency is directly related to the consistent ability to maintain all of the standards outlined on the School Site Commitments Form.

In addition to maintaining the standards laid out in the School Site Commitments Form, Resident Teachers are responsible for meeting their Partner Schools’ expectations related to:

• Schedule & Hours
• Performance in their Student-Facing Role
• Further General Performance Expectations

As a resident teacher in your school community, you are expected to be present and engaged in the classroom, on time, on all of your assigned days. If you will ever be late or absent from your school site, you should inform your teaching mentor, residency director, and site lead as soon as possible.

Full-time residents will be held to their school placement’s attendance policy. Half-day residents are allowed five sick or personal days a semester (fall and spring). If a half-day resident misses more than the sick/personal time allowed, they will need to communicate and document a plan to make up their missed hours by spending additional time at their site. That plan should be co-created with their teaching mentor and shared with their residency director and site lead. Repeated absences may result in conversion to a non-certification-granting Master of Arts program, or dismissal from the placement site and, therefore, the residency.

Expectation #2: Maintaining Good Academic Standing

Below, you’ll find some details of what it means to maintain good academic standing in the Teacher Residency, and some related policies.

Satisfactory Academic Progress

To remain in good academic standing, Resident Teachers must maintain GPAs, term-to-date and cumulative, of 3.0 or better. Resident Teachers must also successfully complete the required number of credits/modules per semester. Academic progress will be reviewed at the end of each module.

Grading

To understand how grades are awarded in the NYU Teacher Residency, it is important to understand the terms below.

Grading Assessment

Modules have two types of assessments.

1. Summative Assessments. Some assignments within the modules are designed to yield final or “summative” assessments with respect to a Resident Teacher’s attainment of one or more learning goals within each module. All summative assessments are graded and have formal rubrics.

2. Formative Assessments. Some assignments within the modules are designed to provide feedback to the Resident Teacher and the faculty with respect to the Resident Teacher’s progress in meeting one or more learning goals. These may or may not be graded assignments, though they will always have either guiding protocols, rubrics, or both to help guide Resident Teachers.
Module Grading
Module 9: What are My Professional Responsibilities? (EMAT-GE.2030) is a Pass/Fail module for which a grade of Pass is required for program completion. All other modules are graded A, A-, B+, B, B-, C+, C, C-, F, based on a particular set of identified summative assessments, plus participation factors.

Content-Based Work
Work completed in Content Groups counts for 15% of each module grade.

Teaching Practica
Throughout the year, residents in the Inclusive Childhood and Secondary programs will engage in periodic coaching and evaluation experiences including observations (with residency directors) and artifact submissions (with content mentors) which provide more formal feedback on teaching progress. This process, known as the PROP (Presentation of Residents’ Overall Progress), culminates in a presentation in which residents discuss their growth over the course of the program. This process makes up residents’ teaching practica, three 0-credit courses that are graded pass/fail in November, February, and May.

Required Attendance at all Synchronous Sessions
The NYU Teacher Residency Faculty fully expect that all Resident Teachers will attend all required synchronous sessions, including their weekly Module sessions, Content Group sessions, sessions with their Residency Directors, and all Community Meetings. Attendance includes securing an immobile, networked space in which they can join the meetings via video. Faculty expect Resident Teachers to treat these synchronous sessions like in-person classes, be fully present and engaged in the session in its entirety, and meet the expectations that they associate with in-person academic experiences. That includes, but is not limited to: keeping cameras on, so that peers and instructors have “face-to-face” interaction; participating verbally or in the chat, in full group and breakout room discussions, and on other platforms as directed by the instructor; maintaining focusing on the session by limiting other household activities, distractions, and interactions; and practicing self-awareness by positioning themselves to maintain engagement throughout the session. It is not acceptable that Resident Teachers join synchronous sessions by phone or via a moving device. Resident Teachers should arrive on time, ensure that their computer is charged and connected, and that they have the necessary bandwidth to join the networked session. In the rare event that a Resident Teacher must miss a synchronous session, they should notify the module instructor immediately and communicate with their instructor about necessary makeup assignments. Note: Any resident teacher who misses a synchronous session will be asked to do additional work to make up for the missed session. Further, due to the rapid pace of our program, any resident who misses more than one session of a module without a valid excuse may be in danger of failing that module and consequently being asked to leave the Teacher Residency.

Late Assignments
Faculty expect Resident Teachers to complete all assignments on time. We recognize, however, that circumstances occasionally arise that necessitate that Resident Teachers request extensions. Please keep the following in mind in situations that prevent you from submitting your assignments on the original due date:

• In the rare event that you need to submit an assignment late due to unusual or unforeseen circumstances (including illness), you must make arrangements with your instructor before the due date. Faculty might not accept work submitted after the due date with no prior communication.

• If an extension for your assignment is granted, late work must be submitted within one week of the due date to be considered for grading.

• No more than 25% of the work from one module can be made up in the next module (even if the outstanding work accounts for more than 25% of the module).
• Any requests for extension of work into the next module must be made in writing and agreed upon and signed by the instructor before the end of the module. The student support coach will also be notified of these extensions. Extensions of this nature cannot be taken in consecutive modules.

• The NYU Teacher Residency does not grant incompletes due to the cumulative nature of our modules.

• Repeated extension requests, within or across modules, will result in a conference with your Residency Director, Content Mentor, Module Instructor, and the Student Support Coach.

Iterative Process
We recognize that learning occurs with each iteration of a given assignment. With the iterative process as a guiding principle, instructors may invite you to re-submit work for the purpose of deepened learning and understanding.

• If an instructor invites you to resubmit an assignment, you will need to submit by the new agreed-upon revision due date.

• Late work agreements and revision invitations must be made with your Module Instructor before the final day of each module. Any exception must adhere to the above guidelines.

Administrative Inactive Withdrawal Policy
Resident Teachers must participate in each module no later than the first day of Week 2. If a Resident Teacher is faced with extenuating circumstances preventing them from participation, it is imperative that they proactively communicate this with both their instructor and advisor. If a Resident Teacher fails to participate and/or communicate, they may be subject to an administrative withdrawal from their course and the NYU Teacher Residency.

Expectation #3: Meeting Teacher Practice Standards
To successfully meet the Practice standards for the NYU Teacher Residency, residents must meet the target rating in each of their PROP (Presentation of Resident’s Overall Progress) observations and artifact submissions and their final PROP presentation. Residents will receive feedback and a Framework-aligned rating for each PROP assignment and are expected to achieve a minimum rating of Developing/Effective* on the Learning to Teach Framework Rubric to complete the assignment. Residents who earn lower than these ratings will be asked to repeat the observation or artifact, to show their growth and increasing efficacy. Failure to meet the target set for any PROP assignment after a second attempt will necessitate additional action, including potential removal from the Teacher Residency and/or conversion to a non-certification-granting Master of Arts program.

Resident Teachers will be introduced in detail to the PROP process in their content sessions in the fall.

*The target rating for the PROP assignment focused on Establishing Respectful and Productive Relationships is Developing.

Expectation #4: Meet the Expectations of NYU Steinhardt for Student Behavior
Resident Teachers must abide by all Steinhardt and NYU rules and regulations regarding enrolled students. Many key policies, including academic integrity and anti-harassment are included in the “nuts and bolts” section of this handbook. Others, including student discipline standards, can be found on the NYU Steinhardt Academic Policies and Procedures webpage.
Expectation #5: Complete NYU Teacher Residency Surveys
At NYU we are committed to providing you with an excellent education -- one that prepares you for your career beyond graduation. We value your ongoing feedback about your experience throughout the program. Please know that you can expect regular surveys throughout the Teacher Residency. We aim to keep them short and ask for your full and honest participation; for that reason surveys are anonymous and/or confidential in nature. You can expect to take the following surveys during your Residency year:

New Student Survey
This survey aims to understand your background and what you hope to attain from your degree program.

Educational Beliefs and Multicultural Attitudes Survey (EBMAS)
A survey about your beliefs about students.

Course Evaluations
These 10 module evaluations will provide immediate feedback regarding courses, professors and your experience in an online environment.

Residency Surveys
The candidate mid-year and candidate final surveys aim to understand your experience in the Residency program.

Community Meeting Surveys
This survey solicits feedback on each Community Meeting experience.

We thoroughly review all of your responses and will work to make ongoing programmatic improvements for your cohort as well as future cohorts of Teacher Residency participants. Thank you in advance for your full participation.
Grading

The grading system below is in effect for NYU Steinhardt and will be used in the NYU Teacher Residency.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Legend</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Excellent</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>Good</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Minimum Passing Grade for NYU Teacher Residency</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>Below Standard</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>Below Standard</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Below Standard</td>
<td>1.70</td>
</tr>
<tr>
<td>D+</td>
<td>Below Standard</td>
<td>1.30</td>
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<tr>
<td>D</td>
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<tr>
<td>F</td>
<td>Failure</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Academic Probation and Dismissal

Resident Teachers’ academic performance will be reviewed at the end of each module. Resident Teachers who fall below NYU Teacher Residency’s minimum passing grade (B-), will be placed on Academic Probation. Resident Teachers falling below the minimum passing grade more than once or who fall below the minimum grade requirement of a cumulative 3.0 may be recommended for dismissal. Recommendations will be based on individual performance and circumstances.

Extended Grading Periods

Resident Teachers may request an extended grading period under extraordinary circumstances and only with support of Teacher Residency faculty. If you need to discuss this further, please be in touch with your module instructor, Content Mentor, and Student Support Coach as soon as possible. The NYU Teacher Residency does not grant incompletes.

Transfer Credits

The NYU Teacher Residency does not accept transfer credits.
Program Outcomes

Master of Arts in Teaching & Teacher Certification

Upon successful completion of the ten program modules and successful completion of the Residency year, NYU Resident Teachers are eligible for the NYU-Steinhardt Master of Arts in Teaching in either inclusive Childhood or in the secondary subject specialization of the school-embedded assignment.

Teacher Certification - How It is Determined and Who Is Recommended

A Resident Teacher will be recommended for initial certification in New York State upon successful completion of coursework and successful completion of the PROP process, earning the certification target rating on the PROP presentation. Those seeking certification in a state other than New York may have different/separate requirements. Please see the Canvas Certification page to review your state’s specific requirements.

1. PROP (Presentation of Resident’s Overall Progress) Process: Residents will be observed by their RDs (M3, M4, M7) and submit teaching artifacts to their CMs (M5, M6, M7, M8) over the course of the year, aligned with the Learning to Teach Framework and their module learning. Throughout the PROP process, faculty give explicit feedback and ratings using the Learning to Teach Framework rubric to allow Resident Teachers to improve their performance as they build towards showing their efficacy in the components of teaching.

2. Evaluation and Scoring: Residency Directors and Content Mentors oversee the PROP process, with different faculty members directly responsible for delivering feedback on different components. RDs facilitate and provide feedback and ratings on observations. CMs facilitate and provide feedback and ratings on artifact submissions. RDs facilitate PROP presentations with the participation of other Teacher Residency faculty members.

3. Midpoint Assessment: In late December, the faculty will inform any Resident Teacher who at that point is in jeopardy of failing to earn a recommendation for certification. Resident Teachers who are not on track for certification in the fall will be informed by the beginning of Module 6 in January. If a Resident Teacher is not making adequate progress, support and remediation will be put into place by faculty to aid them in making needed progress. In the event that Resident Teachers do not make the expected and required progress, faculty will discuss exit opportunities.

4. Recommendation for Certification: A Resident Teacher who achieves the certification target rating or higher on the final PROP presentation and has earned the target ratings on PROP assignments throughout the year, who maintains effective or higher ratings on all rows of the Resident Commitments Form, and who completes all degree requirements will be eligible for recommendation for initial New York State certification.
5. **Graduating without Recommendation for Certification:** Resident Teachers who successfully complete all coursework and remain in good standing with the partner school but who do not achieve the target ratings on their PROP assignments and/or the certification target rating on their PROP presentation and/or do not receive effective or higher ratings on the Resident Commitments Form may still graduate with a Masters of Arts but will be ineligible for recommendation for New York State certification by NYU. Resident Teachers should note that there are NYU Steinhardt graduates who hold positions in schools, universities, and other educational institutions regardless of whether they hold a teaching certificate.

6. **Additional Requirements for Certification:** Resident Teachers recommended for New York State Teacher Certification are required to meet all other New York State requirements, such as passage of a set of certification exams required by NY State. It is the Resident Teachers’ ultimate responsibility to understand and meet all state requirements in their fields in order to secure certification.

Any Resident Teacher who plans to seek certification in a state outside of NYS holds responsibility to review the individual state reciprocity agreements with NYS. Some states may have additional certification requirements. We recommend that you speak to a representative from the desired state education department to confirm their certification requirements. To find a list of all State education departments, you can visit the [U.S. Department of Education state contacts page](https://www2.ed.gov/about/offices/list/ose/statecontacts/index.html).

**Letter of Recommendation**

Resident Teachers who do not have a 2-year commitment to teach with their district or charter following program completion may request letters of recommendation for employment purposes. Faculty will not be able to provide a letter of recommendation for any Resident Teachers seeking employment outside of their agreements.
Nuts and Bolts

Below are a set of NYU resources and ways that the program works in terms of the nuts and bolts. For any questions about these services or requirements, please reach out to our student support coach. **Important note: it is ultimately the resident teacher’s responsibility to ensure that they have completed all appropriate modules for the Teacher Residency.**

Accessing Your Coursework

**Your Net ID and N-number**

Your Net ID and N-number are the keys to your online NYU experience. You can find them on the acceptance letter sent to you by the NYU Steinhardt Admissions team. You will use your Net ID to log in to Canvas, our online Learning Management System.

**Canvas**

Canvas is the name of our online learning management system. [Log in to Canvas](#) to find online orientation and “how to” documents on how to use Canvas.

**Updates to Your Personal Information**

Albert is the name of our student information system. [Log in to Albert](#) if you need to make changes to your name, address, or other personal information.
Course Registration and Advisement

Coursework Registration
You will be registered for modules each semester. If for some reason you do not see yourself registered correctly for the following modules, you must contact your Student Support Coach. It is the Resident Teachers’ ultimate responsibility to ensure that this program of study is followed. The semester schedule is as follows:

Secondary Education Teacher Residency Coursework Calendar
Please note that this schedule is subject to change.

SUMMER 2023

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawl Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1/2</td>
<td>EMAT-GE.2001 Who Are We?</td>
<td>7/3/23</td>
<td>8/27/23</td>
<td>7/10/23</td>
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FALL 2023

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawl Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3</td>
<td>EMAT-GE.2007 How Do I Build a Culture of Achievement for My Students and Myself? (Gen Ed)</td>
<td>9/4/23</td>
<td>10/8/23</td>
<td>9/11/23</td>
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<tr>
<td></td>
<td>EMAT-GE 2021 What are special education policy and process responsibilities? (Spec Ed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EMAT-GE 2022 (Spec Ed) How do I teach students with high-incidence disabilities?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>EMAT-GE.2015 Portfolio I (PROP 1)</td>
<td>11/13/23</td>
<td>11/19/23</td>
<td>11/14/23</td>
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## SPRING 2024

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Module 6</td>
<td>EMAT-GE.2025 How Do I Know What They Know?</td>
<td>1/2/24</td>
<td>2/4/24</td>
<td>1/9/24</td>
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<tr>
<td>P2</td>
<td>EMAT-GE.2016 Portfolio II (PROP 2)</td>
<td>2/5/24</td>
<td>2/11/24</td>
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<tr>
<td>Module 7</td>
<td>EMAT-GE.2025 How Do I Teach Reading and Writing in my Discipline?</td>
<td>2/12/24</td>
<td>3/24/24</td>
<td>2/19/24</td>
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<tr>
<td>Module 8</td>
<td>EMAT-GE.2020 (GenEd) What is Special Education? EMAT-GE.2024 (Special Ed) How do I teach and support students with low incidence disabilities?</td>
<td>3/25/24</td>
<td>4/28/24</td>
<td>4/1/24</td>
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<tr>
<td>P3</td>
<td>EMAT-GE.2017 Portfolio III (PROP 3)</td>
<td>4/29/24</td>
<td>5/5/24</td>
<td>4/30/24</td>
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<tr>
<td>Module 9</td>
<td>EMAT-GE.2030 What are My Professional Responsibilities? (PRW)</td>
<td>5/6/24</td>
<td>5/19/24</td>
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</table>

## SUMMER 2024

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawl Deadline</th>
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</thead>
<tbody>
<tr>
<td>Module 10</td>
<td>EMAT-GE.2035 How Do I Make a Difference with Research?</td>
<td>5/20/24</td>
<td>6/23/24</td>
<td>5/27/24</td>
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</tbody>
</table>
Inclusive Childhood Teacher Residency Coursework Calendar
Please note that this schedule is subject to change.

**SUMMER 2023**

<table>
<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Credit</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawal Deadline</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>EMAT-GE2110 Who are we in Childhood Education?</td>
<td>3</td>
<td>7/3/2023</td>
<td>7/30/2023</td>
<td>7/10/2023</td>
</tr>
<tr>
<td>Module 2</td>
<td>EMAT-GE2101 What is inclusion?</td>
<td>3</td>
<td>7/31/2023</td>
<td>8/27/2023</td>
<td>8/7/2023</td>
</tr>
</tbody>
</table>

**FALL 2023**

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<thead>
<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Credit</th>
<th>Start Date</th>
<th>End Date</th>
<th>Withdrawal Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3</td>
<td>EMAT-GE2102 How can I build class community?</td>
<td>3</td>
<td>9/4/2023</td>
<td>10/1/2023</td>
<td>9/11/2023</td>
</tr>
<tr>
<td>P1</td>
<td>EMAT-GE.2015 Portfolio I (PROP)</td>
<td>0</td>
<td>11/13/2023</td>
<td>11/19/2023</td>
<td>11/14/2023</td>
</tr>
<tr>
<td>Module Number</td>
<td>Course Number &amp; Title</td>
<td>Credit</td>
<td>Start Date</td>
<td>End Date</td>
<td>Withdrawl Deadline</td>
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<td>--------</td>
<td>------------</td>
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<td>-------------------</td>
</tr>
<tr>
<td>6</td>
<td>EMAT-GE2030 What are my professional responsibilities?</td>
<td>2</td>
<td>1/2/2024</td>
<td>1/14/2024</td>
<td>1/9/2024</td>
</tr>
<tr>
<td>7</td>
<td>EMAT-GE2106 How can I teach history, civics and global awareness for all?</td>
<td>3</td>
<td>1/15/2024</td>
<td>2/4/2024</td>
<td>1/22/2024</td>
</tr>
<tr>
<td>P2</td>
<td>EMAT-GE.2016 Portfolio II (PROP)</td>
<td>0</td>
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<td>2/11/2024</td>
<td>2/6/2024</td>
</tr>
<tr>
<td>8</td>
<td>EMAT-GE2105 How do I make a difference with environmental science?</td>
<td>3</td>
<td>2/12/2024</td>
<td>3/10/2024</td>
<td>2/19/2024</td>
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<tr>
<td>10</td>
<td>EMAT-GE211 How do I know what Childhood learners know and can do?</td>
<td>3</td>
<td>4/22/2024</td>
<td>5/19/2024</td>
<td>4/29/2024</td>
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<tr>
<th>Module Number</th>
<th>Course Number &amp; Title</th>
<th>Credit</th>
<th>Start Date</th>
<th>End Date</th>
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<td>P3</td>
<td>EMAT-GE.2017 Portfolio III (PROP)</td>
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<td>5/26/2024</td>
<td>5/21/2024</td>
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<td>12</td>
<td>EMAT-GE2109 How do I make a difference and build leadership through participatory action research?</td>
<td>3</td>
<td>6/17/2024</td>
<td>6/28/2024</td>
<td>6/24/2024</td>
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Payment Calendar: Drop Date and Refund Schedule

Resident teachers can request to drop their modules until the drop deadline with tuition refund. Please refer to the Withdrawal and Refund Schedule and the Teacher Residency Academic Calendar for drop dates for each module.

If you have questions about the payment schedule or your student bill please contact the NYU Bursar’s Office.

After each Module drop date, Resident Teachers are responsible for 100% of the cost of tuition and registration fees for the module in which they are currently enrolled. Resident Teachers are eligible for a full refund for modules that have not begun. To drop a module, please contact the Teacher Residency Student Support Coach, Julia Conran, at:

Email  
julia.conran@edinnovation.steinhardt.nyu.edu

Phone  
888-892-8270, extension 091

Library Services

You will have access to a wide array of services through our library system.
Enrollment Verification and Transcript Requests

Enrollment Verification

You can view and print your own enrollment verification directly from Albert using integrated National Student Clearinghouse student portal. This feature can be accessed from the “Enrollment Certification” link on the Albert homepage. You are also able to view and print a Good Student Discount Certificate, which can be mailed to an auto insurer or any other company that requests proof of status as a good student (based on cumulative GPA). Verification of enrollment or graduation may also be requested by submitting a signed letter with the following information: University ID number, current name and any name under which you have attended NYU, current address, date of birth, school of the University attended, dates attended, date of graduation, and the full name and address of the person or institution to which the verification is to be sent.

Requests should be submitted by mail to:
Office of the University Registrar
Transfer and Certification Department
New York University
P.O. Box 910
New York, NY 10276-0910

Or, you can fax your signed request to:
212-995-4154

You must allow seven business days from the time the Office of the University Registrar is in receipt of a request. To confirm receipt of a request, you must contact our office at 212-998-4280. Currently we are not accepting requests for certification by email.
Official Transcripts

Official copies of your University transcript can be requested in person or via mail through the NYU Student Link Center or electronically by logging into NYU Albert or the National Student Clearinghouse. There is no charge for paper academic transcripts; there is a small fee for e-transcripts. Additional information for obtaining an official transcript can be found at Request Your Transcript page.

ID Cards

If you are close to NYU’s on ground campus, you can visit the ID Center and get it activated. If you are out of NYC, please contact our student support coach for information on how to obtain an ID card.

Academic Integrity

NYU Steinhardt aims to produce high quality scholars and honorable citizens. Our statement on academic integrity is the guiding principle used to ensure that we meet our goals and includes information on taking exams, making oral presentations and writing term papers. Read more information online about NYU Steinhardt’s policies on Academic Integrity.

Academic Grievances

If you believe that an error has been made in grading, you may request to have that grade re-evaluated. You should contact the instructor via email requesting additional clarification on the grading process, etc. If you are not satisfied with the discussion or have additional questions about the outcome, you may appeal further by contacting your student support coach who will loop in the Program Leader for the academic program. For more details please see:

NYU Steinhardt Policy
NYU Policy
NYU Policy on Bias, Harassment and Discrimination

You can find NYU-wide policy and procedures for complaints of assault, harassment and other forms of sexual misconduct at the NYU Non-Discrimination and Anti-Harassment Policy and Complaint Procedures for Students page.

The Wellness Center – Health Services

Health Insurance

NYU requires health care coverage for all students. Although your school partner may offer health insurance as part of your package in August/September, Resident Teachers will require proof of healthcare or need to purchase NYU’s health insurance for their first Summer term.

Prior to June 5 (Summer and Fall)

To enroll in or waive NYU’s Health Insurance for the Summer and Fall terms, please visit the NYU Health Center website immediately for deadlines.

After June 5 (Summer Only)

NYU Summer Healthcare Opt-in or Waiver

Secondary Education

If you would like to opt in for NYU’s Healthcare for the first Summer term, you need to email the health center with the subject line: Teacher Residency Summer Opt-in. In the email, provide your “N number,” which is in your acceptance letter, and let the health center know your program start date is in early July. No action is required if you do not wish to use NYU Health Insurance for your first Summer term.

Inclusive Classroom

As part of the registration process, you have been/will be automatically enrolled for NYU-sponsored healthcare in the first Summer term. If you do not plan to use NYU healthcare, you must email the health center with the subject line: Teacher Residency Summer Waiver. In the email, provide your “N number,” which is in your acceptance letter, and let the health center know your program start date is in early July. No action is required if you wish to use NYU Health Insurance for your first Summer term.

NYU offers a breakdown of healthcare costs.

Important: You will be automatically enrolled in the NYU-sponsored Student Health Insurance Plan as a part of the registration process in the Fall term. You will need to opt out before September 30. Your student support coach will send you reminders before this time.

You will find out more about health benefits when you are on-boarded into your partner school in August/September. You can also explore the health benefits available to you as an NYU graduate student on the health and wellness website.
ADA Accommodations

New York University is committed to providing equal educational opportunity and participation for all students. The Moses Center for Student Accessibility (CSA) works with NYU students to determine and implement appropriate and reasonable accommodations as well as access available programs and resources to support equal access to a world-class education.

**ADA accommodations for qualifying students may be obtained by contacting the Moses Center for Student Accessibility at:**

**Email**
mosescsd@nyu.edu

**Phone**
212-998-4980

**Online Portal**

Tips and tutorials that cover applying for academic accommodations, logging in to the portal for the first time, and requesting accommodation letters can be found under [Student Portal Tutorials](#).

Accommodation letters are only shared with the Module instructors for the courses in which you have sought accommodations. Your Student Support Coach can help you facilitate a conversation or provide additional support.
Health Requirements

As an active graduate student, you are required to do the following upon initial registration:

1. Submit your immunization forms
2. Submit your student health history
3. Complete the Think About It Course online
4. Meet NYU’s Covid Vaccine requirement
   (NYU will end its requirement for COVID-19 vaccinations and the requirement to upload proof of vaccination. The primary series will continue to be required for covered Dental students and Dental employees in accordance with applicable law.)

For information on how to complete these requirements, please visit the health office web pages.

Mental Health Support

The Wellness Exchange is available to students 24 hours, 7 days a week.

Contact The Wellness Exchange anytime for help:

Phone
212-443-9999

Chat
The Wellness Exchange apple app

Email
wellness.exchange@nyu.edu

Explore
What type of mental health visit is right for me?
Office of the Bursar

The Office of the Bursar is the central billing and collection point for New York University. The department is responsible for managing the university billing, collecting, refunding, and cashiering functions.

Phone
212-998-2806

Email
bursar.studentaccounts@nyu.edu

Office of Financial Aid

Phone
212-998-4444

Email
financial.aid@nyu.edu