

LEHMAN
URBAN
TEACHER &
COUNSELOR
EDUICATION

Division of Education
Lehman College
City University of New York

TEACHING INTERN HANDBOOK

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FIELD EXPERIENCE FOR TEACHERS OF RECORD: TEACHING INTERNS

A Lehman College graduate student in education who is employed as a Teacher of Record in a classroom may enroll as an intern. An experienced teacher or supervisor in the intern's school will be asked to be the on-site mentor. The intern will be assigned a college supervisor who will observe her/his teaching performance and consult with the on-site mentor about strengths, weaknesses, and means of improvement. Interns are expected to attend the weekly seminars and to demonstrate field experience outcomes.

LEHMAN URBAN TEACHER (Counselor & Leadership) EDUCATION (LUTE): A CONCEPTUAL FRAMEWORK

The mission of the Division of Education is to develop **competent, caring, and qualified** educators for the nation's urban schools. Lehman College has designed its urban education program around the following core purposes:

- Understanding difference and diversity as a foundation for learning and teaching
- Working collaboratively to create ideas that incorporate multiple perspectives
- Creating a place where human relationships are valued and nurtured
- Creating an environment responsive to change and need

THE DIVISION OF EDUCATION'S WORKING THEMES

Briefly stated, the four themes of Lehman's teacher education program are:

- Building a Community of Teachers and Learners
- Educating for Social Action
- Developing Human Capacity
- Attending to our Diverse Socio-cultural Context

Lehman College is dedicated to preparing teachers who are committed to students' learning; sensitive to students with special needs; care about justice and equity; respect linguistic, cultural, and intragroup diversity; make a positive difference in the lives of their students; see students as having power over their own learning; and inspire a passion for learning.

Lehman's education programs seek to prepare teachers, counselors, and educational leaders who will:

- Make a lifelong commitment to personal and professional growth and learning
- Work collaboratively with school colleagues, parents, and community organizations
- Seek out professional knowledge of current and innovative pedagogical theories and practices, including technological advances

ACADEMIC PROGRAMS

All undergraduate teacher candidates at Lehman College must have a liberal arts and sciences major, whereas graduate teacher candidates must have obtained a Bachelor Degree and meet New York State requirements for a liberal arts and science content core. They also complete a program of studies designed to incorporate pedagogy, a strong foundation in language and literacy, and a broad knowledge of human development. The programs integrate practice with theory; most courses include as a central component, field-based experiences at schools and community agencies. Lehman College emphasizes the importance of new technologies and the changing needs of urban learners, schools, and communities. The assessment practices are reflective, multi-focal, and performance and outcome based.

There are three departments in the Division of Education; 1) Early Childhood and Childhood Education (ECCE); 2) Middle/High School Education (MHSE); 3) Counseling, Leadership, Literacy, and Special Education (CLLSE). Each has different guidelines for admission to field experiences. For the most up-to-date

information on admissions criteria, a prospective candidate should consult with an advisor in his/her department.

In support of field experiences, there is a weekly two-hour workshop where topics of importance to the beginning teacher are discussed. These topics include lesson planning, classroom management, drug and alcohol abuse, teachers and parents as partners, and job search skills.

EVALUATION OF STUDENTS ENROLLED IN FIELD EXPERIENCE

The college supervisor, is responsible for assigning a final grade to the intern. The intern must receive a grade of B or better in his/her field experience to be recommended by Lehman College for teacher certification.

College supervisors are required to observe each student a minimum of four times to ensure that the student teacher will be able to meet all the stated outcomes by the end of the semester. Whenever possible, the college supervisor and intern meet to discuss the intern's strengths and weaknesses as a teacher and plan for improvement. An intern's performance in the school classroom is based upon the successful completion of the field experience outcomes.

Field experience outcomes are based on Lehman College's conceptual framework of urban education. Additional outcomes related to specific programs may be expected.

Outcomes for Early Childhood/Childhood Education Programs and for Middle/High School Education Programs

By the end of the teacher education program, a candidate will be able to demonstrate:

- Knowledge of content matter;
- Ability to implement a variety of instructional strategies which make subject matter meaningful to children, and create opportunities for critical thinking and problem solving skills;
- Knowledge of how students develop and how different students learn;
- Ability to plan instruction that accommodates diversity;
- Ability to implement a variety of instructional strategies that encourage each student to develop critical thinking and problem-solving skills;
- Ability to create a learning environment that encourages active, engaged learning, positive interaction and self-motivation for all students;
- Ability to communicate effectively in the classroom by using a variety of literacy and communication skills, verbal and non-verbal techniques, technology, and media;
- Ability to implement formal and informal assessment strategies to evaluate student progress and to ensure the continuous intellectual and social development of the learner;
- Ability to reflect on personal attitudes, philosophy, and skills in learning/teaching;
- Ability to work with parents and families, school colleagues, and the community to support student learning and development;
- Ability to plan instruction that accommodates diversity and creates opportunities for each student's academic development based on knowledge of the students; of the subject matter; of the national, state, and local standards in the content area; and of the curriculum goals.

Outcomes for Special Education Programs

In addition to completing the Special Education Program, a candidate will be able to:

- Interpret information from formal and informal assessment instruments and procedures and be able to report results to parents, administrators and other professionals and use the information to suggest appropriate modification in learning environments consistent with IFSP and IEP.

- Integrate effective social and career/vocational skills with academic curricula including social skills development
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of culturally and linguistically different individuals with exceptional learning needs.
- Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.
- Apply knowledge of specific disabilities and knowledge of cultural and linguistic diversity and the significance of socio-cultural and political contexts for development and learning, and recognize that children are best understood in the contexts of family, culture, and society.
- Develop and select learning experiences and strategies that affirm and respect family, cultural and societal diversity, including language differences, and that prepare the child for the next educational setting.
- Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Provide a stimulus-rich indoor and outdoor environment using materials, media, and technology.
- Apply various models of consultation and collaboration with parents, teachers, related service providers, and school personnel in diverse settings.
- Reflect upon one's own professional practice and develop, implement, and evaluate an ongoing professional development plan.
- Demonstrate effective skills to work with children with severe disabilities, including physical management and handling, special health care needs, daily life skills curriculum, technology and assistive and adaptive devices.

Repeating Teaching Internship

A student who either does not complete the teaching internship due to a serious health problem or receives a grade lower than B for the 14-week session may apply to repeat the experience. Field experiences may be repeated only if it was not originally completed because of one of the following reasons:

1. The cooperating school or college supervisor requested that the student be withdrawn because of poor performance.
2. The student was unable to complete the number of days due to a serious health problem based on a doctor's recommendation.
3. Military service was required.
4. A grade below B is earned.

Reapplying for Internship

Formal application to repeat field experiences is initiated by the student in a letter to the Department Chairperson and the Professional Development Network (PDN) Coordinator. This letter should address the following:

- Reason for reapplication.
- Additional preparation done during the intervening semesters (if suggested by college supervisor).

Please note: This application must be made within a two-year period of the original internship. An ad hoc committee, which is comprised of the PDN Coordinator, clinical faculty, and the program coordinator, will review the appeal. The review of the appeal does not necessarily result in an approval to complete a second semester of teaching internship.

ROLE OF THE COLLEGE SUPERVISOR

The college supervisor is responsible for the overall supervision of his/her Lehman College interns. As the official representative of Lehman College, the college supervisor acts as a liaison between the College and the participants in the host school or agency and the intern. The college supervisor, who serves as a resource for these individuals, looks for observable growth in the intern's confidence, instructional competence, and understanding of teaching and learning. In working with the intern, the college supervisor plays a role of a mentor, a coach, and a liaison.

Mentoring and Coaching

To mentor and coach the teaching intern, the college supervisor:

- Observes at least one full lesson 4 times during the semester.
- Is responsible for ongoing assessment of the intern's progress.
- Provides immediate discussions after the observation of the intern's use of techniques and strategies for conducting instructional activities, teaching, and working with parents and families.
- Determines and assigns intern's grade. The college supervisor will determine if the student teacher has met the required outcomes, and if not, they will prescribe what additional work must be done to meet the standards. Each supervisor will receive from the PDN Office documents for evaluating student teaching outcomes.

Acting as a Liaison

As a liaison, the college supervisor facilitates the partnership of the College and the host school in nurturing the intern's professional development; maintains communication between the intern and PDN Coordinator; and submits all the required documents to the PDN Office.

- Establishes a protocol with either the principal (especially in the small schools) or assistant principal(s). The college supervisor needs to introduce him- or herself, review his or her role in the host school, and always check in with one or the other when in the school.
- Completes and submits to the PDN Coordinator on the predetermined deadlines a midterm and final evaluation form for the student teacher or intern and two written observations.
- Is responsible for submitting the required intern assignments to the PDN Office at the end of the semester. These items include: the college supervisor's midterm and final evaluations; the college supervisor's written observations, and other related items (see page 10).
- Contacts the PDN Coordinator, Elvani Pennil at (718) 960-8004 or via email at elvani.pennil@lehman.cuny.edu immediately upon discerning that a problem exists concerning internship.

**LEHMAN COLLEGE
DIVISION OF EDUCATION**

STUDENT TEACHER/INTERN EVALUATION RUBRIC

Rubric	Unsatisfactory			Beginning Development			Developing Toward Mastery		Satisfactory	Exemplary
Score	0	1	1.7	2	2.3	2.7	3	3.3	3.7	4
Grade	F	D	C-	C	C+	B-	B	B+	A-	A

This evaluation rubric is designed to evaluate the overall performance of student teachers or interns in each of the five competencies: a) classroom management, b) planning for instruction, c) instructional delivery, d) assessment, and e) human relations and communications skills. Using the above scale, evaluators (cooperating teachers, assistant principals/principals, Lehman College supervisors, and student teachers/interns) will identify the performance level demonstrated for each competency area at different stages during the student teaching/internship experience. The evaluators will also provide comments regarding the student performance/delivery of lessons, identify individual strengths (e.g., emergent, frequently used, or mastered skills), and provide recommendations for improvement.

The evaluation rubric identifies five levels of proficiency expected of all student teachers or interns in each competency area at the end of the student teaching or internship experience. Achievement of an “exemplary”, “satisfactory” or “developing toward mastery” level indicates a readiness to assume the professional responsibilities of a teaching career. In order to be recommended for certification the student teacher’s or intern’s minimum level of performance on the Final Evaluation must be in the “Developing Toward Mastery” area (a minimum grade of B or above is required). Student teachers or interns may demonstrate exceptional skill in one or more competency areas, thus earning a rating of “exemplary”. A rating of “unsatisfactory” in any one competency area in the Final Evaluation would indicate that the student teacher or intern is not yet ready to receive a passing score/grade in the student teaching/internship course and to receive the College’s endorsement for certification.

The comment sections of the evaluation rubric enable evaluators to elaborate on the performance rating. Strengths could be highlighted or examples cited to support the rating. Additional documentation using observational tools over the semester may also be provided to support the rating. Evaluators must identify and write about the candidate’s emergent (“beginning development”); frequently used (“developing toward mastery”); and mastered skills (“satisfactory”), as well as provide descriptions of exemplary behaviors. Recommendations for improvement are also required.

It is important to stress that the knowledge, skills, and dispositions required for most effective teaching are learned over several years of teaching practice and reflection. The student teaching or internship experience is the first step toward career-long learning. This lifelong commitment to self-reflection and professional and personal growth is expected as a result of the Division of Education’s working themes:

- Building a Community of Teachers and Learners
- Educating for Social Action
- Developing Human Capacity
- Attending to our Diverse Socio-cultural Context

LEHMAN COLLEGE

Division of Education

STUDENT TEACHER/INTERN SELF-EVALUATION

Student teacher/Intern: <input style="width: 90%;" type="text"/>	Cooperating teacher: <input style="width: 90%;" type="text"/>
School and Class: <input style="width: 90%;" type="text"/>	Principal: <input style="width: 90%;" type="text"/>
Date: <input style="width: 90%;" type="text"/>	College supervisor: <input style="width: 90%;" type="text"/>

Rubric	Unsatisfactory			Beginning Development			Developing Toward Mastery		Satisfactory	Exemplary
Score	0	1	1.7	2	2.3	2.7	3	3.3	3.7	4
Grade	F	D	C-	C	C+	B-	B	B+	A-	A

Observation
 Midterm Evaluation
 Final Evaluation

Area of Observation: Check all items observed. Write score for each area at the bottom of each box.	Indicate Level of Performance: Emergent - Frequently Used - Mastered Skill(s) Write Specific Comments / Provide Recommendations for Improvement.
<p>CLASSROOM MANAGEMENT</p> <p><input type="checkbox"/> Teacher candidate displays an understanding of and I implements components necessary for effective classroom management (high expectations for student success and consistency in dealing with students).</p> <p><input type="checkbox"/> Standards of conduct are established and are clear to all students.</p> <p><input type="checkbox"/> Teacher candidate's response to behavior is appropriate and consistent.</p> <p><input type="checkbox"/> Well-established routines are evident and maximize instructional time.</p> <p><input type="checkbox"/> Student/teacher interactions are caring and respectful.</p> <p style="text-align: right;">Score: <input style="width: 60px; height: 20px;" type="text"/></p>	<p>Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 2 Creating and Maintaining an Effective Environment.</p>
<p>PLANNING FOR INSTRUCTION</p> <p><input type="checkbox"/> Teacher candidate selects appropriate curricular standards and outcomes based on formal and informal student assessment.</p> <p><input type="checkbox"/> Teacher candidate writes an effective lesson plan.</p> <p><input type="checkbox"/> Teacher candidate plans meaningful performance tasks appropriate to the linguistic, cultural, and developmental levels of the students.</p> <p><input type="checkbox"/> Teacher candidate plans collaboratively with cooperating teacher (CT) and other classroom instructional and support personnel.</p> <p><input type="checkbox"/> Teacher candidate accounts for IEP student needs when planning.</p> <p><input type="checkbox"/> Teacher candidate develops a long-range unit plan.</p> <p style="text-align: right;">Score: <input style="width: 60px; height: 20px;" type="text"/></p>	<p>Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 3 Understanding and Organizing Subject Matter. PTS 4 Planning Instruction and Designing Learning Experiences.</p>

Student teacher/Intern:

Date:

Area of Observation: Check all items observed. Write score for each area at the bottom of each box.

Indicate Level of Performance: Emergent - Frequently Used - Mastered Skill(s) Write Specific Comments / Provide Recommendations for Improvement.

INSTRUCTIONAL DELIVERY

- Teacher candidate effectively implements lesson plans and demonstrates master of content.
- Teacher candidate uses a variety of instructional strategies and groupings appropriate to instructional goals.
- Teacher candidate asks questions which require the use of higher level thinking skills and uses sufficient wait time.
- Teacher candidate provides all learners with a variety of opportunities to participate.

Score:

Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 1 Engaging and Supporting All Students in Learning.

ASSESSMENT

- Teacher candidate employs a variety of assessment approaches, which match instructional goals.
- Teacher candidate has established and clearly communicated assessment criteria to students.
- Teacher candidate provides assessment feedback to students that is accurate and relevant.
- Teacher candidate uses self-assessment to evaluate and improve instruction.

Score:

Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 6 Assessing Student Learning.

HUMAN RELATIONS AND COMMUNICATION SKILLS

- Teacher candidate practices effective human relations and communication skills with colleagues, parents, and/or children.
- Teacher candidate demonstrates professional behavior: Punctual; notifies school and supervisors of absences; appropriate hygiene/attire; displays positive attitude; accepts constructive criticism and recommendations; implement suggestions, etc.
- Teacher candidate maintains a positive relationship with all students and shows sensitivity toward individual students' needs.
- Teacher candidate's spoken and written language is clear and accurate. Displays good listening skills.
- Teacher candidate models respect for diversity within the school community.

Score:

Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 7 Developing as a Professional.

The content of this evaluation has been discussed with me by the evaluator. Date of post observation meeting:

I understand the content of this evaluation: yes / no

FINAL GRADE:

I agree / disagree with this assessment.

Evaluator's Name

Student teacher / Intern's Signature

Evaluator's Signature

TEACHING INTERNSHIP ASSIGNMENT CHECKLIST: SPRING 2010

Contact Information

Name	Email Address	Tel./Cell Number
Teaching Intern:		
College Supervisor:		

To be submitted to College Supervisor by Intern

ITEMS	DUE DATES	STATUS C=COMPLETED PC=PARTIALLY COMPLETED N=NOT SUBMITTED	COMMENTS
Midterm Evaluation by the College Supervisor	3/26/10		
Intern's Formal Written Lesson Plan (I) from Midterm Evaluation	3/26/10		
Final Evaluation by the College Supervisor	5/21/10		
Intern's Formal Written Lesson Plan (II) from Final Evaluation	5/21/10		
Self-Evaluation by Intern	5/21/10		
Intern's Written Reflections on the Lessons Formally Observed by the College Supervisor	5/21/10		
Teaching Internship Checklist (this sheet)	5/21/10		
Confirmation Page: Online Teaching Internship Experience Evaluation	5/21/10		

To be submitted to Elvani Pennil, PDN Coordinator (Carman Hall, B33) by College Supervisor

ITEMS	DUE DATES	STATUS C=COMPLETED PC=PARTIALLY COMPLETED N=NOT SUBMITTED	COMMENTS
Teaching Internship Checklist (this sheet)	5/25/10		
Midterm Evaluation by the College Supervisor	5/25/10		
Final Evaluation by the College Supervisor	5/25/10		
Self-Evaluation by the Teaching Intern	5/25/10		
Intern's Formal Written Lesson Plan (I) from Midterm Evaluation	5/25/10		
Intern's Formal Written Lesson Plan (II) from Final Evaluation	5/25/10		
Confirmation Page: Online Teaching Internship Experience Evaluation	5/25/10		