

LEHMAN
URBAN
TEACHER &
COUNSELOR
EDUCTION

Division of Education
Lehman College
City University of New York

STUDENT TEACHER HANDBOOK

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OVERVIEW: STUDENT TEACHING

For Pre-Service Teacher Candidates

Student teaching is considered the culmination of a candidate's preparation to become a teacher. In an accredited public or private school, under the supervision of an experienced, well-qualified, certified teacher, the candidate will have the opportunity to turn theory into practice. With the assistance of the cooperating teacher and the college supervisor, the student teacher will have the opportunity to design and teach lessons, assess student learning, manage a classroom, and assume all the responsibilities of a full-time and experienced teacher.

During field experiences, the student teacher will learn to critique and reflect each other's work and practices in collaboration with the cooperating teacher and college supervisor. All Lehman students who wish to be recommended for teacher certification by the college must complete a semester of full-time field experience in compliance with the New York State requirements. Their experiences must include the teaching of students with disabilities, students for whom English is a second language, and students from a variety of racial, ethnic, and socio-economic backgrounds. It is expected that all Lehman teacher candidates demonstrate the use of technology in planning and delivering lessons.

Because full-time field experiences are physically and emotionally demanding, student teachers are expected to limit other activities such as work or college courses. They are expected to follow their cooperating teacher's schedule, including any after school meetings or planning periods.

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.

STUDENT TEACHING PLACEMENT

Because Lehman Education Programs are designed for teachers in urban schools, all candidates will be placed in pre-schools, elementary, middle, or high schools in the Bronx or in the city of Yonkers in Westchester County. The one exception to this placement policy occurs when a student who has been accepted for student teaching is employed as a paraprofessional or as a Teacher of Record, in which case the Lehman supervisor works with the student teacher at his/her place of employment.

In order to provide opportunities for student teachers to work with different students at different grade levels, students are placed in lower grade level classes for a seven-week period and in upper grade level classes for another seven-week period, whichever is appropriate to the teacher certification sought.

Placement in Professional Development Schools

Since the fall semester of 2000, Lehman College has placed student teachers in its Professional Development Schools (PDS) and other partner schools. PDSs are innovative institutions formed through partnerships between Lehman College's education programs and P-12 schools. Their mission is professional preparation of teacher candidates, faculty development, inquiry directed at the improvement of practice, and enhanced student learning. PDS partners work together over time, building relationships and commitment to their shared goals (National Council for the Accreditation of Teacher Education (NCATE), 2001, p.1).

FINGERPRINT CLEARANCE

All school employees, including student teachers, are required by New York State Law to be fingerprinted as a prerequisite to working in public schools. Here are the steps you will need to follow.

Step 1. Prior to the NYCDoE allowing and processing a candidate's request for fingerprinting service, the candidate's name must be in the NYCDoE database. Therefore, step one is to self-register online with the NYCDoE, please visit: <http://nyc.teachsupportnetwork.com/studentteacher/Home.do>

Step 2. Once your information is logged into the NYCDoE database, you can visit their office located at 65 Court Street, Brooklyn, NY 11201 for fingerprinting service.

Step 3. Take \$115.00 in the form of a US postal money order or a personal check to be fingerprinted.

Important Points of Clarification: (Subject to change)

- Student teachers who were previously fingerprinted via an external agency (other than NYCDoE or NYSED) are required to be fingerprinted by the NYCDoE. Do not get fingerprinted at a precinct. If you do, you will need to be fingerprinted AGAIN at the NYCDoE office.
- If you have been fingerprinted by the New York State Education Department (NYSED), you do not have to be fingerprinted again. However, you must complete the OSPRA 103 Packet of forms to allow release by NYSED of the fingerprint results to NYCDoE. To obtain a copy of the OSPRA form, please visit <http://www.highered.nysed.gov/tcert/pdf/ospra103.pdf> or go to the PDN Office at Lehman College located in room B33 of Carman Hall.

EVALUATION OF STUDENTS ENROLLED IN FIELD EXPERIENCE

The College distributes an evaluation form (see pages 15 and 16) that is used to evaluate all student teachers. All student teachers will be evaluated by their college supervisor and cooperating teacher(s), and each student teacher is expected to evaluate him- or herself. The purpose of this kind of ongoing assessment is to help the student teacher to improve performance and to promote her or his disposition for self-evaluation. Assessment should be ongoing and provide timely feedback to the student teacher on what worked, what did not, and why. It involves a decision to be made together on the student teacher's knowledge, skills, dispositions, and areas that need improvement. Assessment will be delivered to the student teachers in written and verbal form.

The cooperating teacher:

- Shares the evaluation of the student teacher's performance regularly with the student teacher.
- Provides time for and maintains communication with the college supervisor. When appropriate, the cooperating teacher, student teacher, and the college supervisor may meet together. The cooperating teacher and college supervisor may need to discuss the student teacher's progress between school visits.
- Completes and returns to the college supervisor a completed Student Teacher/Intern Evaluation form after discussing this assessment with the student teacher at the end of each seven-week period.

The college supervisor:

- Visits each student teacher at the host school a minimum of four times (two times to observe and two times to evaluate) to ensure that the student teacher will be able to meet all the stated outcomes by the end of the semester.
- Observes at least one full lesson two times during the semester, once at the beginning of each placement or seven-week period.
- Evaluates at least one full lesson two times during the semester, once toward the end of each placement or seven-week period (midterm and final evaluations).
- Completes and returns to the student teacher a completed Student Teacher/Intern Evaluation form after discussing this assessment with the student teacher at the end of each visit.
- Provides immediate discussions after the observation of the student teacher's use of techniques and strategies for conducting instructional activities, teaching, and working with parents and families.
- Schedules a three-way conference (involving the student teacher, cooperating teachers, and college supervisor) by the end of the first seven-week period to evaluate the student teacher's progress in meeting the outcomes for student teaching.
- Reads and provides comments on the student teacher's reflective journal entries at least once a month.
- Determines and assigns the student teacher's grade after consulting with the cooperating teacher. Together they 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.

The student teacher:

- Uses written and verbal feedback from the cooperating teacher and the college supervisor along with notes from the daily reflective journal to meet the outcomes for student teaching.
- Completes a self-evaluation at the end of student teaching using the Student Teacher/Intern Evaluation form.

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

Whenever possible, the college supervisor, cooperating teacher, and student teacher meet to discuss the student teacher's strengths and weaknesses as a teacher and plan for improvement. A student teacher'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 Student Teaching

A student who either does not complete student teaching 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.
5. The student teacher has had more than two non-permitted absences of school days.

Reapplying for Student Teaching

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 re-application.
- 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 student teaching. 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 student teaching assignment.

REQUIREMENTS OF THE STUDENT TEACHER

Professionalism

Student teachers are emissaries to schools and the ambassadors of Lehman College's teacher preparation programs. Student teachers are expected to maintain high standards for personal and professional behavior. They are required to adhere to all requirements specified in the following:

- ***Arrival and Departure Times.*** The student teacher must arrive and leave at the time required for full-time teachers at school. The student teacher must follow the same sign-in and sign-out procedures. At the request of the cooperating teacher, the student teacher may be asked to arrive earlier or leave school later to provide support for before- or after-school activities or to complete planning, grading, record keeping, and preparation of instructional materials.
- ***Absences.*** The student teacher must be present full-time on school days. The only absences permitted are for the student teacher's illness, death in the family, or permission from the Lehman College PDN Coordinator. In case of illness or other necessary absences, the student teacher must notify the cooperating teacher and school administrator in advance **by telephone**. In case of an emergency, the student teacher must notify the cooperating teacher and college supervisor within 24 hours. The student teacher must present written notice such as physician's note, funeral schedule to the college supervisor who will submit them to the PDN Office for filing. For any absence, the student teacher must make arrangements with the cooperating teacher to make up for the missed dates in school.
- ***School Schedule and Calendar.*** The student teacher follows the cooperating teacher's schedule, including any before or after school meetings. The student teacher will follow the calendar of the school, which may be different from the academic calendar of Lehman College. Unless notified by the PDN Office or the college supervisor to the contrary, all student teachers are to be in their schools five days a week, for a full day. At the end of the student teaching, the student teacher must submit an attendance sheet signed by the cooperating teacher to the college supervisor. Attendance sheets are included on pages 19 and 20 of this handbook.
- ***Appropriate Dress.*** The student teacher must dress in accordance with the professional standards of the school.
- ***School Policies and Procedures.*** The student teacher must become familiar with school and district policies and regulations regarding accidents, discipline, fire drills, drug and substance abuse, and homework. The student teacher is responsible for learning safety and security procedures and expectations of student behaviors.
- ***Establishing Rapport.*** The student teacher is expected to work with other school staff members, such as librarians, school counselors, and support staff. The student teacher is expected to interact respectfully and professionally with all members of the school community.

Enhanced Understanding of Teaching and Learning

Student teachers will have a variety of opportunities to work with students in the classroom under the supervision of the cooperating teacher and college supervisor. In this way, they will develop ability to critique and reflect on instructional practices and their impact on student learning with the goal of improving practice. They will also develop and demonstrate proficiencies that support learning by all students. Such understanding will become more and more sophisticated and help them to make decisions "like a teacher" as they are engaged in observations, developing lesson plans, and student teaching.

- ***Observation.*** Student teachers begin by observing their cooperating teacher's classroom for the initial two weeks. A successful student teacher will take advantage of the opportunity to learn the names of students; to learn school schedules and rules; to become familiar with the class and school environment; to understand the cooperating teacher's techniques and strategies for managing the class, delivering instruction, and working with students of differing abilities; to observe assessment procedures; and to establish rapport with parents.

The student teacher will observe classes and situations where the cooperating teacher or other host school teachers use multiple instructional strategies to address students with special needs and/or of varying cultural and linguistic backgrounds and work appropriately and effectively with families and parents of these students. The student teacher will learn how to adapt and modify methods and techniques that support learning by all students as shown in her or his work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms. The student teacher is responsible for documenting in their journal the amount of time spent with students of special and diverse needs and in different classes such as inclusion and/or bilingual classes.

- **Lesson Plans.** Following the observation period, the student teacher is required to take more and more responsibility of teaching, from conducting a small group activity or teaching the class for one whole day to taking over the whole class for a week toward the end of each seven-week period. The student teacher is required to develop a detailed lesson plan for every class to be taught. There are two important features in the student teacher's lesson plan.

One of the most important features of the student teacher's lesson plan is sufficient detail about the objectives or goals of the lesson, standard-based (e.g., New York State content standards) instructional practices and strategies to achieve the goals, instructional materials to be used, and an assessment plan that includes examples of summative and formative assessments.

Such a detailed plan will serve the student teacher's own needs to anticipate and be prepared for even the most routine events in the lesson. In addition, the student teacher must submit the lesson plan to the cooperating teacher in advance for feedback and comments. The student teacher is expected to follow all the requirements set forth by the Division of Education and host school. It is the student teacher's responsibility for getting the resources.

The detailed lesson plan will help the cooperating teacher to understand what his or her students will be doing and when the student teacher is teaching. In this way, it serves the cooperating teacher's needs to coach, question, prompt, suggest revisions, and finally approve the lesson plan before the student teacher begins instruction.

The detailed lesson plan will help the college supervisor to become quickly familiar with objectives and goals of the lesson plan and procedures and activities developed to achieve such goals. In this way, the college supervisor will be able to observe, coach, support, conduct the lesson-based discussion, and facilitate reflection.

Another important feature of the lesson plan is that the student teacher must demonstrate multiple explanations of the content knowledge and multiple instructional strategies that support learning by all students and appropriate ways of working with families and parents.

- **Student Teacher Folder.** The student teacher is required to keep a Student Teacher Folder that contains her or his lesson plans and reflective journal entries. This folder will be made available to the college supervisor during her or his visits to the school. It will be turned in to the college supervisor at the end of the student teaching experience.

Reflecting on Teaching and Assessing Student Learning

The student teacher is required to keep a **daily** reflective journal. A typical entry should be about one page, single-spaced. At the beginning of the student teaching, journal entries will focus on the observation of the classroom, the school, the cooperating teacher's lessons, and students' responses to the instruction in general. As the student teacher's experience unfolds, the observation will focus more on the cooperating teacher's use of instructional strategies and decision making process when she or he creates a learning environment; application of principles and practices of teaching and learning; classroom management; assessment of students' learning; strategies for working with individual students of varying abilities and cultural and linguistic diversity; adaptation and modification of text materials to engage students with varied interests; and uses of information technology to engage and address students' varied needs at varied levels.

- **Description and Reflection.** The journal entry will always consist of two sections, that is, the description of what the student teacher saw and reflection on issues and meaningful episodes. The description should capture meaningful and interesting moments and aspects of an observed class or activity, whereas the reflection should demonstrate the student teacher's understanding of the issue being discussed, critical comments on a particular instructional practice or aspect of teaching, and recommendations for an alternative or a better solution to the problem. For example, student teachers may demonstrate their understanding by making connections between observations and readings they have done for the previous classes. They may discuss how the topics being discussed in the books or articles help them understand observed teaching and learning in general, and classroom management, instructional practices, selection of instructional materials, and assessments and evaluation in particular.
- **Focus.** As the student teacher moves to conduct instructional activities or student teach under the cooperating teacher's supervision, journal entries will focus on the instructional activities or lessons to be taught. At the end of the activity or lesson, the student teacher will enter her or his evaluation of the session. Special attention should be paid to the lessons and activities delivered to students with special needs and of varying cultural and linguistic backgrounds and effectiveness of their approaches to working with families and parents. The student teacher should reflect on how to adapt and modify methods and techniques that support learning by all students as shown in her or his work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms. It is important that these entries should reflect the student teacher's observation of their students' learning behaviors and the student teacher's critique of what went on during the session. The student teacher's plans for the following day or the next session should grow out of these evaluations.
- **Discussion with the College Supervisor.** Journals are to be submitted to the college supervisor on a regular basis, at least once a month. Since the student teachers will be exchanging portions of their journal back and forth with the college supervisor, it is best to keep their journal on loose paper that can be taken in and out of a binder rather than in a bound spiral notebook. The emphasis for the journal is on **reflection**. The journal is NOT intended to be a list of activities the cooperating teacher or the student teacher does during the day. Rather, it should focus on student teachers' **analysis and critique** of what they did, how they think it went, why a particular moment was good or bad, and how they think they would change it next time. The student teachers' journal is confidential. Only the college supervisor will read the journal.

Ongoing Professional Interaction

In addition to the written reflection in the required journal, student teachers are expected to engage in verbal reflection with colleagues. Student teachers gain an understanding and insight into issues regarding teaching and learning through active participation in lesson-based discussions with the cooperating teacher and college supervisor, as well as with their classmates and education seminar instructors when they return to Lehman College once a week.

CHECKLIST FOR STUDENT TEACHERS AND COOPERATING TEACHERS

- _____ Review of district and building handbooks for students and teachers
- _____ Daily schedule
- _____ School calendar, school hours
- _____ Fire and civil defense drills
- _____ Playground rules (teacher's responsibilities)
- _____ Reporting accidents, first aid service, health services
- _____ Enrolling new pupils, readmission of pupils whom have been ill
- _____ Attendance procedures
- _____ Group movement within the building
- _____ Use of duplicating equipment; requisition of supplies and equipment
- _____ Lunchroom regulations
- _____ Testing programs
- _____ Teacher meetings (student teacher's part in them)
- _____ Parent-teacher meetings
- _____ Home visitations, pupil gifts
- _____ Report to parents
- _____ Rules regarding field trips
- _____ Supervisory policies B principal, central office personnel
- _____ Reporting pupil teacher absence
- _____ Media center policies
- _____ Procedures for snow days/late openings/early dismissals
- _____ Procedures for dealing with students who become ill in the classroom/at school
- _____ Collection of money: (field trips, book orders, school pictures, proms, yearbooks, class rings, etc.)
- _____ Dismissal procedures (bus, walkers, parent pick-up, student drivers, etc.)
- _____ Release of students to authorized person(s)

**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: 80px; height: 25px;" type="text"/></p>	Reference to Santa Cruz Model Professional Teacher Standards (PTS): PTS 2 Creating and Maintaining an Effective Environment.
<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: 80px; height: 25px;" type="text"/></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.

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

**Weekly Calendar and Suggested Activities for
Student Teachers and Cooperating Teachers: Spring 2010**

Date	Week	Weekly Activities for Student Teachers and Cooperating Teachers
2-Feb	Week 1	Observe and help out as needed/directed by cooperating teacher
8-Feb	Week 2	Continue to observe, begin to do transitions, do a read aloud
22-Feb	Week 3	Take over the responsibility for planning and implementing a small reading group; continue to do transitions and read alouds.
1-Mar	Week 4	Take over the responsibility for planning and implementing a small math group; continue to do small reading group, transitions and read alouds.
8-Mar	Week 5	Continue with previous responsibilities. Add planning and implementing whole class lessons. Take over a morning.
15-Mar	Week 6	Continue with previous responsibilities and with whole class lessons; take over responsibility for planning and implementing a full day.
22-Mar	Week 7	One-week takeover. Co-plan with cooperating teacher. Mid-term evaluation and final week in first placement. Evaluation by the first cooperating teacher is due to the College Supervisor.
7-Apr	Week 8	Begin new placement. Observe and help out as needed/directed; do transitions and read aloud.
12-Apr	Week 9	Take over the responsibility for planning and implementing a small reading group as well as continue observation, transitions, and read-aloud.
19-Apr	Week 10	Continue with responsibilities and add the responsibility for planning and implementing a small math group. Take over a few mornings.
26-Apr	Week 11	Continue with previous responsibilities and add the responsibility for planning and implementing whole class lessons; take over for a full day.
3-May	Week 12	Continue with previous responsibilities; take over a few full days
10-May	Week 13	Continue with previous responsibilities; take over a few full days
17-May	Week 14	One-week takeover. Co-plan with cooperating teacher.
21-May		Last day of student teaching. Evaluation by the second cooperating teacher is due to the College Supervisor.

Note: The schedule is tentative and subject to change to accommodate the needs of the host school.

Student Teacher Attendance Sheet: Spring 2010
 First Seven-week Period

To be submitted to college supervisor after last day of first student teaching placement.

Week	Date	Present/Absent/Tardy	Cooperating Teacher's Initials	Comments
Week 1	1-Feb	Student teaching Orientation		
	2-Feb			
	3-Feb			
	4-Feb			
	5-Feb			
Week 2	8-Feb			
	9- Feb			
	10- Feb			
	11- Feb			
	12- Feb			
		Mid-Winter Recess		February 15-19
Week 3	22-Feb			
	23-Feb			
	24-Feb			
	25-Feb			
	26-Feb			
Week 4	1-Mar			
	2-Mar			
	3-Mar			
	4-Mar			
	5-Mar			
Week 5	8-Mar			
	9-Mar			
	10-Mar			
	11-Mar			
	12-Mar			
Week 6	15-Mar			
	16-Mar			
	17-Mar			
	18-Mar			
	19-Mar			
Week 7	22-Mar			
	23-Mar			
	24-Mar			
	25-Mar			
	26-Mar			
		Spring Break		March 29-April 6

Signature of the Cooperating Teacher for the 1st seven-week period: _____

Provide written documentation if the student teacher had absences due to illness or a family emergency
 Further Comments:

Student Teacher Attendance Sheet: Spring 2010
 Second Seven-week Period

To be submitted to college supervisor after last day of student teaching.

Week	Date	Present/Absent/Tardy	Cooperating Teacher's Initials	Comments
		Spring Break		March 29-April 6
Week 8	7-Apr			
	8-Apr			
	9-Apr			
Week 9	12-Apr			
	13-Apr			
	14-Apr			
	15-Apr			
	16-Apr			
Week 10	19-Apr			
	20-Apr			
	21-Apr			
	22-Apr			
	23-Apr			
Week 11	26-Apr			
	27-Apr			
	28-Apr			
	29-Apr			
	30-Apr			
Week 12	3-May			
	4-May			
	5-May			
	6-May			
	7-May			
Week 13	10-May			
	11-May			
	12-May			
	13-May			
	14-May			
Week 14	17-May			
	18-May			
	19-May			
	20-May			
	21-May			

Signature of the Cooperating Teacher for the 2nd seven-week period: _____

Provide written documentation if the student teacher had absences due to illness or a family emergency
 Further Comments:

STUDENT TEACHING CHECKLIST: SPRING 2010

Contact Information

Name	Email Address	Tel./Cell Number
Student Teacher:		
College Supervisor:		
Cooperating Teacher (1):		
Cooperating Teacher (2):		

To be submitted to College Supervisor by Student Teacher

ITEMS	DUE DATES	STATUS C=COMPLETED PC=PARTIALLY COMPLETED N=NOT SUBMITTED	COMMENTS
1 st Observation by College Supervisor (signed)	2/22/10-3/12/10		
Midterm Evaluation by the College Supervisor (signed)	3/26/10		
Student Teacher's Formal Written Lesson Plan (1) from Midterm Evaluation	3/26/10		
Student Teacher Attendance Sheet: 1 st 7 weeks (signed)	3/26/10		
2 nd Observation by College Supervisor (signed)	4/13/10-4/30/10		
Evaluation by Cooperating Teacher (1): 1 st seven-week placement (signed)	3/26/10		
Final Evaluation by the College Supervisor (signed)	5/21/10		
Student Teacher's Formal Written Lesson Plan (2) from Final Evaluation	5/21/10		
Evaluation by Cooperating Teacher (2): 2 nd seven-week placement (signed)	5/21/10		
Self-Evaluation by Student Teacher	5/21/10		
Student Teacher's Daily Reflective Journal	5/21/10		
Student Teacher Attendance Sheet: 2 nd 7 week (signed)	5/21/10		
Documentation to support/verify Student Teacher's permitted absences (if any)	5/21/10		
Student Teaching Checklist (this sheet)	5/21/10		
Confirmation Page: Online Student Teaching Experience Evaluation	5/21/10		

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

ITEMS	DUE DATES (May be submitted earlier)	STATUS C=COMPLETED PC=PARTIALLY COMPLETED N=NOT SUBMITTED	COMMENTS
Student Teaching Checklist (this sheet)	5/25/10		
Midterm Evaluation by the College Supervisor (signed)	5/25/10		
Final Evaluation by the College Supervisor (signed)	5/25/10		
Evaluation by Cooperating Teacher (1): 1 st seven-week placement (signed)	5/25/10		
Evaluation by Cooperating Teacher (2): 2 nd seven-week placement (signed)	5/25/10		
Self-Evaluation by Student Teacher	5/25/10		
Student Teacher's Formal Written Lesson Plan (1) from Midterm Evaluation	5/25/10		
Student Teacher's Formal Written Lesson Plan (2) from Final Evaluation	5/25/10		
Student Teacher Attendance Sheets (signed)	5/25/10		
Documentation to support permitted absences (if any)	5/25/10		
Confirmation Page: Online Student Teaching Experience Evaluation	5/25/10		