LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE. CUNY

STUDENT TEACHER HANDBOOK
Special Education, Fall 2021

Leslie Lieman
Director, Clinical Practice & Partnerships
Carman Hall, Room B33
250 Bedford Park Boulevard West
Bronx, New York 10468-1589
(718) 960-8699
Clinical.Practice@lehman.cuny.edu

Contact:

teacher.certification@lehman.cuny.edu: For all NYSED certification and exams questions.
education.services@lehman.cuny.edu: For all questions related to Taskstream, Swivl and EdTech workshops.

Table of Contents

Overview: Student Teaching

For Pre-Service Student Teacher

Student teaching is 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, experienced teacher.

During field experience, the Student Teacher will learn to critique and reflect on his or her 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 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 Student Teachers 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 Transformative Education (LUTE) Conceptual Framework

Our Vision

Lehman Urban Transformative Education (LUTE) represents the School of Education's vision for educators and leaders who are or will be responsible for stimulating and supporting the development of knowledge, skills, practices, and dispositions that enrich individuals and, in turn, communities where they live and work. Our vision is rooted in and extends from the missions of both The City University of New York and Lehman College. We seek to facilitate individuals' access to postsecondary education and occupational opportunities. We also seek to increase personal and social competencies for every PreK-18 student. In all of our work, we strive to close achievement, opportunity, and attainment gaps.

Lehman Urban Transformative Education (LUTE) Themes

Theme I – Empower Our Community of Educators and Learners. School of Education faculty, staff, candidates, and alumni are empowered, through participation in collaborative inquiry and shared decision-making, to promote and support innovative practices in educational settings.

Theme II – Educate and Advocate for Social Action and Equity. School of Education faculty, staff, candidates, and alumni are mindful of inequities and advocate for social justice as they work on closing achievement, opportunity, and attainment gaps.

Theme III – Realize Potential. School of Education faculty, staff, candidates, and alumni are sensitive to the needs of the whole child/adolescent/adult. At every level, we prepare educators who can help students to realize their potential by establishing rigorous academic standards, using assessment to track progress, attending to diverse learning styles/needs, and taking into account social/emotional factors that contribute to or impede school success.

Theme IV – Affirm Our Diverse Ethnic and Cultural Contexts. School of Education faculty, staff, candidates, and alumni affirm diversity by creating environments that ensure safety, equity, and appropriate outcomes for all learners and educators. We recognize the importance of school-family- community partnerships as essential educational contexts, knowledge bases, and sources for inquiry.

Our Programs

The Lehman College School of Education nurtures caring, globally aware and socially just teachers, school counselors, and educational leaders through generative, constructivist, and research-driven departmental course and degree offerings. We promote, in collaboration with our partners, innovative practices that affirm diversity, creativity and imagination, integrity, and empowerment. Prospective graduates of our programs and alumni are technologically proficient, rich in social/cultural capital, and capable of teaming with children, youth, families, schools, and communities in pursuit of equitable educational outcomes.

The School of Education has nationally recognized, initial New York State certification programs at the undergraduate and graduate levels for early childhood; elementary; and secondary mathematics, science, social studies, English language arts, and foreign language. In collaboration with departments in the School of Arts and Humanities and the School of Natural and Social Sciences, the School of Education offers PK- 12 certification programs in Art, Music, and Health. Programs leading to either initial or professional certification in Teaching English as a Second Language, Literacy Studies, and Special Education are available at the graduate level only. Candidates who are fluent in Spanish can choose to add a bilingual extension to their base certificates.

The School of Education also offers New York State approved and nationally recognized graduate- level programs for school counselors and educational leaders. The Counselor Education/School Counseling program leads to School Counselor certification. The Educational Leadership master's program prepares candidates for initial certification as a School Building Leader. The Advanced Educational Leadership/District Leader extension is open to eligible candidates who wish to earn the advanced certificate and professional certification as a School District Leader.

Our Partners

We believe in the rich contribution of each of our educational partners in shaping our transformative practice. We work with our partners to provide professional development opportunities. Working in schools provides our faculty with opportunities to tie theory to practice as well as to advance educational scholarship. The School of Education serves the Bronx and our surrounding communities through continuing partnerships and programs that engage community organizations, teachers, school counselors, school building and school district leaders, families, and PK-18 students to better the quality of life through educational equity and access for residents of all ages.

The long history of continuous improvement in clinical preparation has enabled the School of Education to have access to over 250 schools in the Bronx and Manhattan, as well as in the surrounding counties of Westchester and Rockland. The School of Education has developed what we refer to as a Professional Development Network (PDN) of local schools that are partnering with Lehman College in educator preparation. While the sites vary significantly, each was chosen because the teaching/learning that takes place reflects aspects of our conceptual framework, and it has the capacity to offer our candidates valuable field/clinical experiences.

The School of Education aims to pursue a closer partnership with local schools, where both the school and college faculty can work together to:

- co-construct the clinical experiences for student teachers;
- evaluate and review the quality of mentoring and supervision experiences provided by Cooperating Teachers and College Supervisors;]
- co-train Cooperating Teachers and College Supervisors;
- enhance supervision through the POP (i.e., pre-conferencing, observation, and post conferencing) cycle and coaching visits, as well as review of candidates' teaching on video clips; and
- examine the assessment data through Lehman School Partnership Council (LSPC) with school and college faculty.

Student Teacher Placement

Lehman Education Programs are designed for teachers in urban schools, so all candidates will be placed in pre-schools, elementary, middle, or high schools in the Bronx. 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. This exception applies ONLY if the department in which the student's program is housed is able to find a supervisor who is able to provide supervision at the student's place of employment.

In order to provide opportunities for student teachers to work with different students at different grade levels, students are placed in a lower grade level class and in an upper grade level class (broken into a 10-week and a 4-week placement over the course of the 14-week semester). Which grade levels are chosen will be based on the grade levels that are appropriate to the student teacher's planned certification area.

Goals 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.

Goals for Special Education Programs

By the end of any 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, 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.

The Student Teaching Team

The Student Teaching team is composed of the Student Teacher, Cooperating Teacher, and the College Supervisor. Below is a listing of the roles and responsibilities for each member of the team.

Student Teacher
- Attend Student Teaching Orientation
- Work/Co-Teach 5 days/week at school placement ("full-time job" commitment)
- Keep attendance timesheets and have signed by Cooperating Teacher (daily/weekly) (See Appendix K)
- Attend school and/or district meetings with the Cooperating Teacher whenever possible
- Demonstrate punctuality, dependability, and professional decorum both on campus and in field settings
  - Review Requirements of the Student Teacher in Schools & With PK - 12 Students (page 11).
  - Review Professionalism Quiz with College Supervisor, ask questions, discuss as needed (see Appendix J).
- Be prepared to assume assigned tasks as determined by the Cooperating Teacher.
- Participate in lesson and curriculum planning sessions with the Cooperating Teacher.
- For example:
  - Review the Student Teaching Experience (page 9).
  - Observe and help out as needed/directed by Cooperating Teacher.
  - Co-plan with Cooperating Teacher.
  - Send home appropriate release consent form and letter for Remote Supervision and/or edTPA recording.
  - [Sample NYC DOE Consent Form](https://www.lehman.cuny.edu/academics/education/pdn/fieldwork-forms.php)
(https://www.lehman.cuny.edu/academics/education/pdn/fieldwork-forms.php)
  - Take over responsibility for planning and implementing a lesson for a small group.

- o Co-plan and co-teach with Cooperating Teacher
  - o Planning and implementing whole class lessons, scale to full morning, full day, full unit teaching.
- Interact positively with students, Cooperating Teacher, parents, and school staff.
- Communicate with Cooperating Teacher and College Supervisor on a regular basis to ensure the completion of all requirements.
- Be willing to receive constructive criticism and engage in feedback discussions with the Cooperating Teacher and College Supervisor.
- Uses written and verbal feedback from the Cooperating Teacher and the College Supervisor to meet the outcomes for student teaching.
- Prepare and submit documentation that program requirements have been met.
  - o Review semester assignments and expected due dates with College Supervisor (See pacing chart on page 12).
- Submit all final evaluations/key assessments to the designated individual according to the established timetable.
- Adhere to all deadlines.
- Maintain regular attendance in graduate classes.
- Review evaluations, consider and be receptive to conversations about strengths and areas for improvement.
- Completes a self-evaluation at the end of student teaching using the Student Teacher/Intern Evaluation Form (STEF).
- In addition to evaluating him- or herself, student teacher/Student Teachers are asked to complete two voluntary evaluations, one about their student teaching experience (including questions about their host school and their Cooperating Teacher) and one about their supervisor, to provide the School of Education with data that is used to make future placement and programmatic decisions.

General overview of Expectations for Cooperating Teacher and College Supervisor

The Cooperating Teacher:
- Welcome a Student Teacher into your classroom as a co-teacher
  - o Co-Teaching Strategies (see Appendix H)
- Sign attendance timesheets (daily or weekly)
- Allow Student Teacher to experiment with a variety of instructional strategies and give written and verbal educative feedback.
- Include Student Teacher in lesson and curriculum planning and encourage them to "shadow" you as you attend district or school meetings or professional learning activities.
- Share informal evaluation of the Student Teacher's performance regularly with the Student Teacher.
- Completes two (2) evaluations (mid-term and final using the Cooperating Teacher Feedback Form) and discusses strengths and areas for improvement with Student Teacher.
- Communicate concerns to the Lehman College Supervisor (faculty). NOTE: College Supervisor is fully responsible for a final grade, but consultation with, and review of Cooperating Teacher evaluations is crucial.
- Encourage 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.
- Have access to Lehman College workshops or training that leads to a micro credential (optional)

*Specific Cooperating Teacher responsibilities are reviewed in an addendum document, including mentoring, modeling and evaluation strategies.

The College Supervisor:
- Conducts four (4) in-person or virtual (remote/video) visits.
- Observes and evaluates at least one full lesson two times during the semester, once at mid-term and once at final.

- Provides feedback for each visit. Whenever possible, this includes immediate discussions after the observation of the student teacher/Student Teacher's use of techniques and strategies for conducting instructional activities, teaching, and working with parents and families.
- Encourages communication and confers with the Cooperating Teacher. 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.
- Reads the Student Teacher's lesson plan and provides comments on their teaching and/or videotaped instruction during advising/courses.
- Determines and assigns the student teacher/Student Teacher's grade after consulting with the Cooperating Teacher. Uses the Cooperating Teacher Feedback Form to complete Student Teaching Evaluation Form.
- Additional outcomes related to specific programs may be expected

The Student Teaching Experience

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 the 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 co-teaching.

- *Observing Teaching Practices.* Student Teachers begin by observing their Cooperating Teacher's classroom across the semester. 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. In addition, The Student Teacher would benefit from opportunities to visit other classes where excellent teachers in the building 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.

- *Planning Lessons.* The Student Teacher is required to develop a detailed lesson plan for every class to be taught. 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 School of Education and host school. It is the Student Teacher's responsibility for getting the resources.

- *Co-Teaching*. At Lehman College, we have moved beyond a traditional approach to student teaching and adopted a co-teaching model. Cooperating Teachers and Student Teachers are required to make co-teaching a regular part of their instructional practice. The Student Teacher and The Cooperating work together as a team to plan, organize, deliver and assess instruction. There are a number of co-teaching strategies that you are likely to experience across the semester (see Appendix H).

- *Student Teacher Assignments*. All of your student teaching assignments, with the exception of your daily journal entries (and any other assignments required as part of your specific program) and the observation from your first and third College Supervisor visit, must be uploaded on Taskstream, an online assessment system. College Supervisors will only be grading work that is submitted on Taskstream. Directions on how to establish your Taskstream account will be emailed to you during the first few weeks of student teaching. edTPA submissions will also be made through Taskstream.

- *Student Teacher Coaching Visit Guide (STCVG)*. You are required to reflect on your instructional activities or teaching to students by using the Student Teacher Coaching Visit Guide. The Guide will help you to identify the success area(s) and areas for improvement as well as to develop actionable next steps for improvement (see Appendix A).

- *Participation in Pre- and Post-Conferences*. At the pre-conference, you will have the discussion with the College Supervisor about the lesson plan, instructional assessment, and lesson delivery to make sure you are ready for teaching a successful and effective lesson. At the post-conference, you have another opportunity to meet with the College Supervisor to discuss the effectiveness of your

teaching which will include identification of success areas, areas for improvement, and actionable plan for the next steps (see Appendices B and C).

- *Journal.* The Student Teacher may be 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. *Note: The College Supervisor decides whether the journal is required.*

- *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.

Requirements of the Student Teacher in Schools & with PK-12 Students

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 Director of Clinical Practice & Partnerships. 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 or 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 each placement period, the Student Teacher must submit an attendance sheet signed by the Cooperating Teacher to the College Supervisor. Visit Student Teaching Handbook and Forms for attendance sheets.

- ***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. Student Teachers should not engage in personal for-profit activities in his or her host school while placed there as a Student Teacher.

- ***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.

- ***Contact with Students***. Student Teachers are not to have contact with students outside of school hours (contact includes but is not limited to telephone conversations, email, and meeting socially [i.e., face to face and social networking]). During school hours, Student Teachers should never be alone with students; according to NYCDOE regulations, a certified teacher or school administrator should always be present.

- ***Professional Dispositions.*** All Student Teachers are expected to earn a score of "Meets Expectations (2)" or better on all criteria of the School of Education Dispositions Assessment. This form must be filled out in Taskstream twice. Failure to do so could seriously impact a Student Teacher's chances of earning a grade of B or better for student teaching.

Evaluation

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 improve performance and promote her or his disposition for self-evaluation.

Ongoing and timely assessment feedback (written and/or verbal) related to the Student Teacher's knowledge, skills, and dispositions should be provided to the Student Teacher about what worked, areas for improvement, and strategies to implement in PK-12 teaching and learning.

Due Date	Assessments for Taskstream	Student Teacher	College Supervisor
Week 1	Placement Information	Completes form in Taskstream	Evaluates using Met/Not Met
Formal Evaluation 1 (midway through the student teaching experience)			
Week 2-3	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
	Cooperating Teacher Feedback Form (CTFF)	Provides Cooperating Teacher with a fillable form. Cooperating Teacher returns to Student Teacher who posts to Taskstream	Reads and reviews CTFF and incorporates Cooperating Teacher's feedback to complete Student Teaching Evaluation Form (STEF). Marks CTFF as "Met" in Taskstream prior to completing the STEF
	Mid-term Lesson Plan	Posts in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF) and Cooperating Teacher Feedback Form
	Attendance/Time Sheets	Posts in Taskstream	Evaluates using Met/Not Met
Formal Evaluation 2 (end of student teaching experience)			
	Placement Information	Completes form in Taskstream	Evaluates using Met/Not Met
	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
	Cooperating Teacher Feedback Form (CTFF)	Provides Cooperating Teacher with a fillable form. Cooperating returns to Student Teacher who posts to Taskstream	Reads and reviews CTFF and incorporates Cooperating Teacher's feedback to complete Student Teaching Evaluation Form (STEF). Marks CTFF as "Met" in Taskstream prior to completing the STEF
	Final Lesson Plan	Posts in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF) and Cooperating Teacher Feedback Form
	Student Teacher Self-Evaluation	Completes form in Taskstream	Evaluates using Met/Not Met
	Attendance/Time Sheets	Posts in Taskstream	Evaluates using Met/Not Met
	Evaluation of Experience	Completes form in Taskstream	Evaluates using Met/Not Met
	Evaluation of College Supervisor	Completes form in Taskstream	Does not evaluate

Additional items (not collected in Taskstream): Journal

Policies and Procedures

Fingerprinting NYCDOE (New York City Department of Education)

All Lehman College School of Education (SOE) students must be fingerprinted and pass a New York City Department of Education (NYCDOE) criminal background check prior to receiving fieldwork or student teaching placement assistance. Your status in the NYCDOE Personnel Eligibility Tracking System (PETS) and Lehman 360 must be listed as "Eligible" before you can be placed. Please follow the procedure on the School of Education Fingerprinting page prior to receiving any assistance in securing fieldwork or student teaching placement. Learn more: NYCDOE Fingerprinting.

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. Student teaching 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 or the student is dismissed from the host school.
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 during school days.
6. A School of Education advisor recommended the student retake student teaching in an effort to pass edTPA.

Please note: Dismissal of a student from a host school may be grounds for immediate termination of the student teaching experience.

Reapplying for Student Teaching: Formal application to repeat field experience is initiated by the student in a letter to the Department Chairperson and the Director of Clinical Practice & Partnerships. 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 submitted within a two-year period of the original student teaching experience. An ad hoc committee, which includes the Director of Clinical Practice & Partnerships, 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. Students dismissed from their host schools or those who voluntarily decide not to finish their student teaching experience may not be allowed to reapply.

New York State Teacher Certification Requirement (related to student teaching)

edTPA (Teacher Performance Assessment)

All Student Teachers working toward earning an initial New York State teaching certificate must complete edTPA during student teaching (or individually choose to substitute the ATS-W exam offered only as a safety net during the pandemic). Details about edTPA guidelines for each certification area are provided and addressed during a weekly seminar. Seminar instructors will guide Student Teachers through the edTPA submission process. Any student whose edTPA submission is made by the suggested submission date but does not pass state evaluation criteria may have an opportunity to take a one- credit special study course that will allow him or her an opportunity to extend the student teaching experience for the purpose of making either a partial or complete edTPA resubmission. Admittance to the special study

course will be based on a review of the student teacher/Student Teacher's edTPA performance scores and a recommendation by the School of Education's edTPA Review Panel. Based on the Student Teacher's edTPA performance, the review panel will suggest the Student Teacher resubmit either the entire assessment or a portion of it. If a student does not receive a passing score after a second submission and needs an additional student teaching placement, he or she will need to reapply for student teaching.

Consult the [New York State Certification Requirement website](http://www.highered.nysed.gov/tcert/certificate/certexamsedtpa.html) (http://www.highered.nysed.gov/tcert/certificate/certexamsedtpa.html) for more information about the edTPA.

[Sample NYC DOE Consent Form](https://www.lehman.cuny.edu/academics/education/pdn/fieldwork-forms.php) (https://www.lehman.cuny.edu/academics/education/pdn/fieldwork-forms.php)

Parent/Guardian Consent Forms Required for Video Recording

You must collect video consent forms from parents/guardians to video record your teaching and student learning throughout your clinical practice semester. Video recordings may be required for remote supervision, completion of required course assignments and/or completion of performance assessment requirements (i.e. edTPA). The primary focus is on your instruction however, the video recording will involve both the you (teacher) and students in whole class, small group or individual lessons. The video recordings and student work cannot, under any circumstances, be made public. The video recordings you submit or share in a secure online system will be reviewed by your program faculty at Lehman College, CUNY, and your edTPA exam assessment will be scored by other educators.

Students in your PK - 12 classrooms can only appear in your video recordings if you have collected consent forms from each student's parent or guardian. If the school has video recording or media release permissions on file, it is your responsibility to see the parent/guardian signed permission prior to recording in your classroom. Lehman College does not collect your copies of Parent/Guardian Consent Forms. By sharing/submitting the videos as part of your course requirements, you attest to collecting (or seeing each student's school) parent/guardian signed consent forms.

Video Consent forms are available at: [Student Teacher Handbook and Forms](#).

Appendix D: Dispositions Assessment

Candidates will complete this form twice IN their Taskstream Student Teaching/Internship DRF (directed response folio). College Supervisor evaluate using the rubric: 1=Does Not Meet Expectations, 2=Meets Expectations and 3=Exceeds Expectations

* = Response is required

Dispositions Self-Assessment
This form is designed to evaluate a teacher candidate's professional behaviors and dispositions that are characteristic of those who are successful in the teaching profession. Please provide your best judgment for each item by recording your rating of yourself.

For each question:
1=Does Not Meet Expectations
2=Meets Expectations
3=Exceeds Expectations

* Timeliness
1. Arrives late and/or leaves early more than 2 times
2. Usually arrives on time and remains as expected
3. Consistently arrives prior to designated time and remains as needed until task is complete

* Attendance
1. Never attends as scheduled; may or may not notify teacher; and/or not dependable
2. Attends regularly as scheduled; makes up time missed; is dependable
3. Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time

* Appearance and Dress
1. Never dresses appropriately for the school environment/classroom and/or is poorly groomed
2. Usually dresses appropriately for the school environment and is generally well groomed
3. Consistently dresses in a professional manner; is well groomed

* Self-Efficacy
1. Shows little self-confidence; or displays a negative attitude toward a challenging task
2. Usually self-confident; displays positive attitude toward a challenging task
3. Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies

* Confidentiality
1. Talks inappropriately to others concerning students and school; or lacks respect for confidential matters
2. Usually talks appropriately with other professionals concerning students
3. Consistently keeps school matters confidential and refrains from discussing with anyone outside of school

* Initiative
1. Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks
2. Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks
3. Consistently eager to participate

* Sensitivity to Cultural Diversity
1. Unaware of or unwilling to accept student differences
2. Usually displays sensitivity and acceptance of diverse backgrounds
3. Consistently displays a sensitivity and appreciation for diversity

* Sensitivity to Individual Differences
1. Holds lower expectations for minority students, or/and English Language learners, or/and students with special needs
2. Usually sets high performance standards for all students
3. Consistently sets high performance standards for all students

* Cooperation
1. Unwilling to cooperate or collaborate with peers, faculty, parents, and/or staff
2. Usually demonstrates an ability and willingness to work cooperatively with peers, faculty, parents, and/or staff
3. Consistently works cooperatively with faculty, parents, peers, and/or staff

* Fairness
1. Treats students with different ability levels with more/less dignity; and/or classroom policies/ procedures and grading reflect bias
2. Usually treats all students equally
3. Consistently treats all students equally

* Rapport
1. Exhibits no respect when communicating or interacting with peers, faculty, students, parents, and/or staff; and/or relates to others in a negative, demeaning, or sarcastic manner
2. Usually demonstrates an ability to communicate and interact effectively and professionally with peers, students, faculty, parents, and/or staff
3. Consistently communicates and interacts effectively and professionally with peers, students, faculty, parents, and/or staff

* Caring
1. Unwilling or unable to identify with or take into consideration the needs of students, parents, peers, faculty, and/or staff
2. Usually demonstrates the following: Empathy (e.g., able to identify with, see things from the perspective of others); Understanding (e.g., able to comprehend another person's ideas, feelings, and needs); Responsiveness (e.g., attentive to others' needs; places the needs of the learner and the learning task above one's own)
3. Consistently demonstrates the following: Empathy, Understanding, and Responsiveness

* Flexibility
1. Fails to recognize the need for change
2. Usually recognizes the need for change when appropriate
3. Consistently recognizes the need for change when appropriate

* Open-Mindedness
1. Does not admit or acknowledge different perspectives or solutions to a problem or issue
2. Usually admits or acknowledges different perspectives or solutions to a problem or issue
3. Consistently admits or acknowledges different perspectives or solutions to a problem or issue

* Honesty
1. Withholds the truth to suit his/her own needs; or deceitful with peers, faculty, students and/or staff
2. Usually genuine, authentic; truthful; able to admit one's own mistakes
3. Genuine, authentic; truthful; able to admit one's own mistakes; articulates the importance of honesty to faculty, students, and/or staff

* Responsiveness to Feedback
1. Rejects or ignores constructive feedback and/or fails to take action in a timely manner
2. Usually accepts constructive feedback and responds appropriately; takes action in a timely manner
3. Consistently accepts constructive feedback and responds appropriately; is open to constructive criticism; actively solicits feedback about performance

* Reflectivity
1. Little or no concern about evaluating a situation or one's own performance, attitudes, or behavior critically
2. Usually shows concern about evaluating a situation or one's own performance, attitudes, or behavior critically
3. Consistently shows concern about evaluating a situation or one's own performance, attitudes, or behavior critically

Appendix E: Additional Information about Journal

The College Supervisor decides whether the journal is required.

- *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—an emailed synopsis of daily entries should be emailed to the supervisor once a week.

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 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. 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

Appendix F: Student Teacher Evaluation Checklist

LEHMAN COLLEGE

CLINICAL PRACTICE & PARTNERSHIPS
SCHOOL OF EDUCATION

Carman Hall, Room B33
250 Bedford Park Blvd West
Bronx, NY 10468

P: 718-960-8004
F: 718-960-7855
www.lehman.edu

Name	Email Address	Tel./Cell Number
Student Teacher:		
College Supervisor:		

Assignments to be completed or uploaded to Taskstream by all Student Teachers.
These assignments are minimal student teaching requirements. Additional assignments may be required depending on your program.

Due Date	Assessments for Taskstream	Student Teacher	College Supervisor
Week 1	Placement Information	Completes form in Taskstream	Evaluates using Met/Not Met
Formal Evaluation 1 (midway through the student teaching experience)			
Week 2-3	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
	Cooperating Teacher Feedback Form (CTFF)	Provides Cooperating Teacher with a fillable form. Cooperating Teacher returns to Student Teacher who posts to Taskstream	Reads and reviews CTFF and incorporates Cooperating Teacher's feedback to complete Student Teaching Evaluation Form (STEF). Marks CTFF as "Met" in Taskstream prior to completing the STEF
	Mid-term Lesson Plan	Posts in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF) and Cooperating Teacher Feedback Form
	Attendance/Time Sheets	Posts in Taskstream	Evaluates using Met/Not Met
Formal Evaluation 2 (end of student teaching experience)			
	Placement Information	Completes form in Taskstream	Evaluates using Met/Not Met
	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
	Cooperating Teacher Feedback Form (CTFF)	Provides Cooperating Teacher with a fillable form. Cooperating returns to Student Teacher who posts to Taskstream	Reads and reviews CTFF and incorporates Cooperating Teacher's feedback to complete Student Teaching Evaluation Form (STEF). Marks CTFF as "Met" in Taskstream prior to completing the STEF
	Final Lesson Plan	Posts in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF) and Cooperating Teacher Feedback Form
	Student Teacher Self-Evaluation	Completes form in Taskstream	Evaluates using Met/Not Met

	Attendance/Time Sheets	Posts in Taskstream	Evaluates using Met/Not Met
	Evaluation of Experience	Completes form in Taskstream	Evaluates using Met/Not Met
	Evaluation of College Supervisor	Completes form in Taskstream	Does not evaluate

Appendix G: Cooperating Teacher: Sample Welcome Activities Checklist

- ❑ **Introductory Activities**
    - ❑ School culture
    - ❑ Composing letter of introduction to parents
    - ❑ Meeting key school personnel
    - ❑ Assignment of desk/storage space in classroom
    - ❑ Use of collaborative log

- ❑ **Daily Activities**
    - ❑ Daily schedule
    - ❑ Attendance procedures
    - ❑ Lunchroom regulations
    - ❑ Group movement within the building
    - ❑ Dismissal procedures (bus, walkers, parent pick-up, etc.)
    - ❑ Release of students to the authorized person(s)
    - ❑ Playground rules (teacher's responsibilities)

- ❑ **Yearly Activities**
    - ❑ Fire drills
    - ❑ Reporting accidents, first aid service, health services
    - ❑ Enrolling new pupils, readmission of pupils who have been ill
    - ❑ Testing programs
    - ❑ Teacher meetings (pre-service teacher's part in them)
    - ❑ Parent-teacher meetings
    - ❑ 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, etc.)
    - ❑ Home visitations, pupil gifts
    - ❑ Reports to parents
    - ❑ Rules regarding field trips

- ❑ **Organizational Activities**
    - ❑ District and building handbooks for students and teachers
    - ❑ Organizational chart for school
    - ❑ School calendar and school hours
    - ❑ Use of duplicating equipment; requisition of supplies and equipment
    - ❑ Supervisory policies: principal, central office personnel
    - ❑ Media center policies
    - ❑ Parking

Appendix H: Co-Teaching Strategies & Examples

Student Teachers & Cooperating Teachers will aim to implement Co-Teaching strategies

Strategy	Definition/Example
One Teach, One Observe	***One teacher has primary responsibility while the other gathers specific observational information on students or the (instructing) teacher. The key to this strategy is to focus the observation – where the teacher doing the observation is observing specific behaviors.*** **Examples:** One teacher can observe for: specific types of questions asked by instructing teacher; teacher movement; charting student participation; specific on-task behaviors; specific group interactions. **Tip:** When observing collect data/evidence. Observation is not intended to make judgments, but to provide data on what is happening in the classroom and allow that information to impact future lessons.
One Teach, One Assist	***An extension of One Teach, One Observe - one teacher has primary instructional responsibility while the other assists students with their work, monitors behaviors, or corrects assignments.*** **Examples:** While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As Student Teachers lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc. **Tip:** This strategy supports classroom management as students get their questions answered faster and behavior problems are addressed without stopping instruction. Pairs often identify a signal (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.
Station Teaching	***The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*** **Examples:** If co-teaching pairs were doing a literacy lesson, they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. **Tips:** Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the Cooperating Teacher actively engaged with students. Other adults (Paraprofessionals, Special Educators, Title I teachers) can also lead stations. Pacing, voice and noise levels must all be discussed prior to the lesson.

Parallel Teaching	***Each teacher instructs half the students. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*** **Examples:** After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson student are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When Student Teachers view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.
Supplemental Teaching	***This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*** **Examples:** Using the results from a math exam, students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems. **Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.
Alternative or Differentiated	***Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.*** **Examples:** When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.). **Tips:** A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.
Team Teaching	***Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.*** **Examples:** Both instructors can share the reading of a story or text so that the students are hearing two voices. The Cooperating Teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics of the event.

	Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the Student Teacher – this is much more scripted and staged, but does provide an opportunity for the students to view the Student Teacher as a "real" teacher. Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.

The co-teaching strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

Appendix I: Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

Co-Teaching is an Attitude… an attitude of sharing the classroom and students Co-Teachers must always be thinking – We're Both Teaching!

If one teacher is leading instruction…	The other can be doing this…
	Observing for: student understanding and/or questions (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	Charting: where questions are directed within the classroom; gender of responders; on-task/off task behavior; teacher wait time; specific teacher behaviors or movements; specific student or group behaviors
	Circulating: checking for comprehension; using proximity control for behavior management; checking for comprehension; providing one-on-one support as needed
	Collecting and reviewing last night's homework
	Introducing a social or study skill
	Taking roll
	Reviewing directions; modeling first problem on the assignment
	Writing down instructions on board
	Repeating or clarifying any difficult concepts
	Passing out papers
	Giving instructions orally
	Facilitating a silent activity
	Introducing a new concept to whole group
	Asking clarifying questions

SAMPLE:

If one teacher is…	The other can be doing this…
Reading a test aloud to a group of students	Proctoring a test silently with a group of students
Explaining a new concept through discussion	Introducing a new concept through role play or modeling;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring large group as they work on practice materials
Facilitating sustained silent reading	Reading aloud quietly with a small group
Lecturing	Modeling note taking on the board/overhead
Running last minute copies or errands	Reviewing homework; providing a study or test-taking strategy
Prepping half of the class for one side of a debate	Prepping the other half of the class for the opposing side of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with half of the class
Facilitating a station or group	Facilitating a station or group

The main focus of Co-Teaching is to find ways to keep both teachers actively engaged with students and their learning.

Appendix J: Student Teacher Professional Conduct Quiz

Questions

Circle the best response for each question/prompt. Every student teacher should be able to answer each one of these questions correctly before reporting to student teaching placement(s).

1. Which of these would be considered appropriate attire for a normal day of student teaching?

    a. Black tie attire
    d. Jeans and a T-shirt
    c. A bathing suit/swimming trunks
    d. Slacks/dress pants, a button-down shirt, and shoes

2. Your Cooperating Teacher just had a lesson that did not go very well. The students were not engaged, and you are not certain what the goal of the lesson was. You should:

    a. Share what you witnessed with other student teachers in the teacher's lounge.
    b. Write about what you observed in your journal and reflect on how you may have planned and executed a lesson on the same topic.
    c. Immediately share with your Cooperating Teacher all of your ideas on how his or her lesson could have been better.
    d. Wait and share your thoughts about your Cooperating Teacher's performance with other members of the school staff whom you know.

3. Which of the following statements is correct regarding arrival at your student teaching placement on a daily basis:

    a. It is okay for you to arrive at a time that fits your personal schedule.
    b. It is okay for you to arrive a few minutes after the start of the regular school day.
    c. It is okay for you to arrive between 15 and 30 minutes before the start of the regular school day.
    d. It is okay for you to arrive once you find parking even if that means arriving a couple of minutes late because there are never any spaces in the immediate area.

4. Your Cooperating Teacher has agreed to have you teach one whole-class lesson a day over the course of the following week. How should you proceed?

    a. Plan each lesson the period before you are supposed to execute it.
    b. Don't develop specific lesson plans since your Cooperating Teacher does not seem to do this when s/he teaches.
    c. Begin working on your lesson plans immediately and share them with your Cooperating Teacher for feedback.
    d. Develop and share your lesson plans with your Cooperating Teacher, and feel comfortable postponing the teaching of the lessons because you need time to complete a big assignment that is due in one of your education classes.

5. A student in one of your classes sends a request to "friend" you on a social networking site. You should:

    a. Ignore the request.
    b. Accept immediately--this is a good opportunity to get to know the student better.
    c. Let your Cooperating Teacher know about the request.
    d. B & C
    e. A & C

6. During your prep periods (periods when you are not scheduled to teach), you should ***NOT***:

    a. Routinely head to the local deli or coffee shop and remain there until the prep is over.
    b. Write reflective journal entries about your observations, questions, and lesson plans.
    c. Arrange to meet with your Cooperating Teacher to discuss how you can be more of an asset in the classroom.
    d. A & C

7. Your student teaching host school has a "No Cell Phone" policy which, in addition to prohibiting students from possessing them on school grounds, also restricts teachers from using their personal phones anywhere in the school building except the teacher's lounge. You should:

    a. Restrict use of your phone to the teacher's lounge, or use it outside of the school building.
    b. Always turn your cell phone off or put it on silent alert before entering the school building.
    c. Within reason, observe this and all other school rules for teachers.
    d. Ignore the rule because it would not apply to you since you are not a teacher or a student.
    e. A, B, and C

8. It is lunchtime on the first day of student teaching, and your Cooperating Teacher has not yet introduced you to the class or given you anything to do. You should:

    a. Since the students are not in the classroom, take a moment to ask your Cooperating Teacher what s/he has planned for the afternoon, and find out how you might be able to assist.
    b. Ask your Cooperating Teacher if it would be okay for you to introduce yourself to the students after lunch time.
    c. Give your Cooperating Teacher a copy of the Cooperating Teacher Handbook and ask if it would be okay for both of you to take a look at the list of student teaching activities scheduled for the week.
    d. Any of the above actions would be a good way for you to let your Cooperating Teacher know that you are ready to make the most of your student teaching experience.

9. Which of the following is prohibited during your student teaching experience?

    a. Your Cooperating Teacher leaves the classroom for just a moment and asks you to supervise the students.
    b. You are left alone to supervise students in the lunchroom for just a moment while the teacher who has been assigned to lunch duty takes a telephone call in another room.
    c. You have been asked to tutor a struggling student, and a certified member of the school staff is not in the room during the tutoring session.
    d. All of the above--student teachers should not be left alone with students at any time.

10. You and several members of the school staff are having lunch together when the topic of discussion turns into a gripe session about school policy, the principal, and your Cooperating Teacher. You should:

    a. Join in and gripe.
    b. Tell the others they are behaving unprofessionally and leave the room.
    c. Decide not to chime in and change the subject if you get a chance.
    d. Decide to avoid all future communication with school staff.

11. It is time for parent/teacher conferences, and your Cooperating Teacher has asked that you attend. You should:

    a. Find a way to get out of it, especially if it is happening after school hours.
    b. Expect to be held accountable for talking to the parents about your views of the child's progress.
    c. Expect to be an observer who will answer questions if encouraged by your Cooperating Teacher.

12. Your Cooperating Teacher wants you to teach a math lesson and you need to get copies of handouts. You should:

   a. Ask the school secretary or aide to make the copies for you.
   b. Make the copies on your own at Staples if there is not enough time to have them made at school.
   c. Ask your Cooperating Teacher about the procedure for requesting copies.
   d. B and C

13. You are required to report to your student teaching host school:

   a. Only when the students at your host school will be present.
   b. Only on days when you can fit it into your regular work schedule.
   c. Only on days when you can fit it into your regular class schedule.
   d. On days when teachers at your host school are required to be there.

14. You and your Cooperating Teacher have not been getting along. You should:

   a. Leave your student teaching placement immediately.
   b. Talk to your College Supervisor about the difficulties you have been having with your Cooperating Teacher and ask for his/her suggestions.
   c. Go to the assistant principal at your host school and explain why you would like to be reassigned to another Cooperating Teacher.
   d. Both A and B

15. Your Cooperating Teacher has just informed you that he will be out one day next week. In his absence, he would like you to teach a lesson he has prepared. A licensed substitute will be present, but you will be leading the lesson. You should:

   a. Agree to teach the lesson.
   b. Refuse to teach the lesson.
   c. Plan to be absent on that day too.
   d. Complain to your College Supervisor that your Cooperating Teacher gives you too much to do.

16. Which of these should you _**NOT**_ do during your student teaching experience?

   a. Grade student work
   b. Administer various kinds of assessments
   c. Participate in planning and rehearsal for student performances
   d. Hand your lesson plans over to your Cooperating Teacher for him or her to claim as his or her own

17. You are in the middle of your last week at your student teaching placement, and your Cooperating Teacher has not yet completed your evaluation form. You should:

   a. Remind him or her about the evaluation and ask if you can schedule a time to discuss your performance before your last day.
   b. Let time run out on your placement without your mentioning the final evaluation to your Cooperating Teacher.
   c. Ask your Cooperating Teacher to complete the evaluation right away.
   d. Wait until the very last day before mentioning it.

18. You and your Cooperating Teacher have scheduled a time when your College Supervisor can observe you teaching. You should:

   a. Wait until your College Supervisor gets there to tell him or her you need to reschedule.
   b. Prepare your lesson well in advance to share it with both your College Supervisor and your Cooperating Teacher for feedback.
   c. Call your supervisor the morning of your observation to reschedule.
   d. Hand your lesson plan to your College Supervisor and Cooperating Teacher for the first time on the day of your observation.

19. You have reached the end of your student teaching assignment, and you would very much like to inquire about a teaching position at your host school. You should:

   a. Schedule a meeting with the principal or assistant principal to say thank you for the student teaching opportunity.
   b. Express an interest in obtaining a full-time position at the school.
   c. Ask the principal or assistant principal to keep you in mind for any openings that fit your qualifications.
   d. All of the above

20. In the event the principal at your student teaching host school asks you to leave the school and will not allow you to continue your student teaching placement there, you should:

   a. Refuse to leave and demand to know why you are being dismissed.
   b. Thank the principal for the time you were allowed to spend there, leave right away, and contact your College Supervisor.
   c. Ignore the directive because you do not have to listen to the principal--you are a student teacher.
   d. Cry and beg for the principal's forgiveness.

21. If a parent at your student teaching host school asks you to tutor her child at lunch time during the regular school day, you should:

   a. Tell the principal or the assistant principal.
   b. Accept the job--it is hard not being able to work while completing your student teaching experience.
   c. Politely decline the job.
   d. Both A and C

22. You have just seen the movie *The Experiment* and would like to try a psychological experiment with your class of middle school students to help them better understand a text they are reading. You should:

   a. Run the idea past your College Supervisor to get his or her input.
   b. Discuss your idea with your Cooperating Teacher to get his or her input.
   c. Keep in mind the potential damage a psychological experiment can cause and abandon the idea.
   d. All of the above

Professionalism Conduct Quiz Answer Key

1. d	6. a	11. c	16. d	21. d
2. b	7. e	12. d	17. a	22. d
3. c	8. d	13. d	18. b	
4. c	9. d	14. b	19. d	
5. e	10. c	15. a	20. b	

Appendix K: Attendance Sheets

Student Teacher Attendance Sheet (Weeks 1 – 10)

Student Teacher Name _____ **Semester**_____

Cooperating Teacher Name _____ **School:** _____

Week	Date	# Hours	Present/P Absent/A Tardy/T	Cooperating Teacher Initials	Cooperating Teacher Comments
Week 1					Week 1:
Week 2					Week 2:
Week 3					Week 3:
Week 4					Week 4:
Week 5					Week 5:

Week	Date	# Hours	Present/P Absent/A Tardy/T	Cooperating Teacher Initials	Cooperating Teacher Comments
Week 6					Week 6:
Week 7					Week 7:
Week 8					Week 8:
Week 9					Week 9:
Week 10					Week 10:

Signature of the Cooperating Teacher: _____. ____DATE:

_____
Further Comments: Email clinical.practice@lehman.cuny.edu
STUDENTS: You must provide written documentation if absences were due to illness or a family emergency; SUBMIT TIMESHEET ON TASKTREAM!

Student Teacher Attendance Sheet (Weeks 11 – 14)

Student Teacher Name _____   **Semester**_____

Cooperating Teacher Name _____   **School:** _____

Week	Date	# Hours	Present/P Absent/A Tardy/T	Cooperating Teacher Initials	Cooperating Teacher Comments
Week 11					Week 11:
Week 12					Week 12:
Week 13					Week 13:
Week 14					Week 14:

Signature of the Cooperating Teacher: _____**DATE:** _____

Further Comments: Email clinical.practice@lehman.cuny.edu; Write student name in subject line and "Continued Attendance Sheet Comments."

STUDENTS: You must provide written documentation if absences were due to illness or a family emergency.

SUBMIT TIMESHEET ON TASKSTREAM after last 4-weeks of placement OR last day second student teaching placement.

Appendix L: Chancellor's Regulations

Please familiarize yourself with the following Chancellor's Regulations—you are expected to follow the requirements. Violation of these regulations, or suspected violation that leads to investigation, will lead to immediate removal from student teaching. Readmittance to student teaching will be possible if claims against the Student Teacher in question are found to be unsubstantiated.

A420 – Pupil Behavior and Discipline – Corporal Punishment
A421 – Pupil Behavior and Discipline – Verbal Abuse
A750 – Child Abuse
C105 - Background Investigations of Pedagogical and Administrative Applicants and Procedures in Cases of the Arrest of Employees

A complete list of the Chancellor's Regulations is available on NYCDOE website (https://www.schools.nyc.gov/about-us/policies/chancellors-regulations).