

LEHMAN
URBAN
TEACHER &
COUNSELOR
EDUCTION

Division of Education
Lehman College
City University of New York

COOPERATING TEACHER HANDBOOK

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Dear Cooperating Teacher:

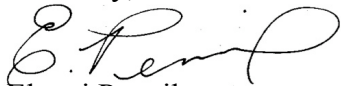
Thank you for your participation in supervising the Lehman College student teacher at your school. The success of student teaching largely depends on the development of a nurturing and mentoring relationship between you and the student teacher. Your experience in classroom management as well as professional expertise and knowledge will better prepare our student teachers to understand teaching and learning and to enrich their classroom experience in an urban school.

As an important part of the supervision a cooperating teacher provides, you are required to evaluate the student teacher at the end of the student teaching experience. In addition, a Lehman College supervisor will consult with you and observe the student teacher a minimum of four times during the seven-week placement. For your information and reference, this handbook includes a copy of the Student Teacher Evaluation form and the Cooperating Teacher Tuition Waiver Application. This handbook provides information regarding Lehman College's Division of Education philosophy, policies, and procedures concerning student teaching and supervision of student teachers. It also provides guidelines regarding weekly activities during the student teaching experience.

As a cooperating teacher, you are eligible for a tuition waiver for up to 3 credits of graduate work to be taken at any CUNY Institution and to be used within the three semesters from the date that the waiver is issued. For you to earn the 3-credit tuition waiver, **a minimum of 12 weeks (full-time) or a total of 360 hours of supervision** of Lehman College student teachers is required. You may accumulate the total number of weeks or hours across any two academic years in order to be eligible for the 3-credit waiver. In addition, you will need to have submitted to my office the completed Cooperating Teacher Application form, your resume, and the completed Cooperating Teacher Tuition Waiver Application form (page 15) at the end of the semester.

Thank you for your collaboration with Lehman's teacher education programs. Please always feel free to contact me by telephone at 718-960-8004 or by email at elvani.pennil@lehman.cuny.edu if you have any questions regarding student teaching or your tuition waiver application.

Sincerely,



Elvani Pennil

Coordinator

Professional Development Network

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 direction 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, educational leaders who will:

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

ACADEMIC PROGRAMS

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

There are three departments in the Division of Education; 1) Early Childhood and Childhood Education (ECCE); 2) Middle/High School Education (MHSE); 3) Counseling, Leadership, Literacy, and Special Education (CLLSE). Each has different guidelines for admission to field experiences. For the most up-to-date information on admissions criteria, a prospective candidate should consult with an advisor in his/her department.

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

EVALUATION OF STUDENTS ENROLLED IN FIELD EXPERIENCE

The college supervisor, 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.

The College distributes an evaluation form that the cooperating teacher is asked to complete at the end of each seven-week period. College supervisors are required to observe each student a minimum of four times to ensure that the student teacher will be able to meet all the stated outcomes by the end of the semester. Whenever possible, the college supervisor, 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.

RESPONSIBILITIES OF THE COOPERATING TEACHER

Cooperating Teacher

An important form for the Cooperating teacher Tuition Waiver Application is located in this handbook on page 15. Please complete it and return in to the PDN Office located in Carman Hall, room B33 or fax it to (718) 960-7855. Also, the Student Teacher Evaluation form is available on pages 13-14.

Research indicates that the single most important individual in the student teaching process is the cooperating teacher who provides the classroom stability and setting necessary for a successful student teaching experience. Much of the success depends upon the development of a nurturing and productive relationship between the cooperating teacher and the student teacher as the cooperating teacher mentors, models for, and evaluates the student teacher. By serving in this capacity, the cooperating teacher is sharing the professional responsibility of preparing the next generation of teachers for schools, particularly in urban settings.

Mentoring

As a mentor, the cooperating teacher inducts a student teacher into the teaching profession. As soon as the cooperating teacher meets with the student teacher, he or she will be responsible for helping the student teacher to establish as a professional in different settings such as the classroom, school, and community. The cooperating teacher will make sure that the student teacher is treated in a professional manner. Therefore, the cooperating teacher:

- Orients the student teacher to school (e.g., the faculty, staff, and administrators), community (e.g., parents and leaders), and the collaborative services that students with learning disabilities in the class receive; creates an atmosphere in which the student teacher feels welcome; acquaints the student teacher with school policies and procedures; and provides a specific workplace in the classroom for the student teacher.
- Invites the student teacher to attend building and district level meetings and participate in committee work, extra-curricular activities, and special events in the school and community.
- Encourages the student teacher to ask questions, to experiment with innovative strategies, and then to reflect on what worked and why.
- Urges the student teacher to visit the classes of other teachers who are working with different types of students in other subjects/grades and those who may be trying innovative approaches.
- Encourages the student teacher to use an organized method to record classroom observations.
- **Reviews, critiques, and approves the student teacher's lesson plans.**
- Provides frequent encouragement, constructive criticism, and recognition of success.
- Identifies professional resources, articles, journals, and books from which the student teacher may gain knowledge and ideas for professional use.
- **Provides opportunities for the student teacher to adapt and modify methods and techniques that support learning by all students as shown in his or her work with students with exceptionalities and those from diverse ethnic/racial, linguistic, gender, and socioeconomic groups in classrooms and to work with families and parents of these students.**
- **Makes sure that the student teacher has one whole week of independent teaching toward the end of the seven-week period**, during which the student teacher will have experiences in test design, in grading student papers, in conducting cooperative learning lessons, in giving a lecture and conducting a mini lesson, in working with parents, and in planning and implementing lessons.
- **Provides immediate lesson-based discussions after the student teacher conducts a teaching activity.**

Modeling

The cooperating teacher models how she or he integrates content knowledge and professional, pedagogical skills into teaching and learning in the daily operation of a class, which includes instructional approaches, classroom management strategies, relationship and culture building in the classroom, establishment of routines, time management, transitions, record keeping, and much more. The cooperating teacher models “thinking like a teacher” or thinks with the student teacher to make her or his decision making process transparent for the student teacher. In this way, the cooperating teacher helps the student teacher not only to learn instructional strategies and methods but also to acquire the professional decision making skills that will prepare her or him to take reflective actions in countless other situations in the future. Therefore, the cooperating teacher:

- Models a variety of teaching strategies and classroom management strategies appropriate for culturally and linguistically different students with and without disabilities.
- Helps the student teacher to understand the importance of working with parents, families, and service providers.
- Models uses of instructional technology, media, and electronic materials.
- Spends time “thinking with” the student teacher to discuss what will happen in the classroom, what has happened in the classroom, why instruction has gone in a particular direction, and what needs to be done next.

Evaluating

The cooperating teacher plays an important role in assessing the progress that the student teacher has made during the entire semester. The purpose of the assessment is to help the student teacher to improve performance and to promote her or his disposition for self-evaluation. The assessment should be ongoing and provide timely feedback to the student teacher on what worked, what did not, and why. It should involve a decision to be made together based on the student teacher’s knowledge, skills, dispositions, and areas that need improvement. The assessment may be delivered to the student teacher in written or verbal form. Therefore, 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. It may also involve the cooperating teacher and college supervisor discussing the student teacher between school visits.
- Completes and returns to the college supervisor a Student Teacher/Intern Evaluation form after discussing this assessment with the student teacher at the end of the seven-week period.

Policy on the Cooperating Teacher Tuition Waiver

In order to consistently and fairly recognize cooperating teachers’ supervision of student teachers, **a minimum of 12 weeks (full-time) or a total of 360 hours of supervision** of Lehman College student teachers or students in practicum is required for a cooperating teacher to earn a 3-credit tuition waiver. Cooperating teachers may accumulate their total number of weeks or hours across any two academic years in order to be eligible. The tuition waiver must be used within three semesters from the date the waiver is issued.

COOPERATING TEACHER APPLICATION

Lehman College's Division of Education places student teachers in schools and early childhood settings each semester. Student teachers work full-time for seven weeks at two grade levels. A cooperating teacher is expected to fulfill the responsibilities detailed in the Cooperating Teacher Handbook (pages 7 and 8) and may apply to receive a 3-credit tuition waiver for supervising student teachers for a total of 12 weeks or 360 hours. The 3-credit waiver can be used to take graduate courses at any CUNY institution.

To become a cooperating teacher, an individual must:

- submit a complete application demonstrating interest in becoming a cooperating teacher;
- be New York State certified in the discipline she/he is teaching;
- have completed **three (3) years** of successful teaching, and
- be knowledgeable in the area of planning, assessment, communication/human relations, classroom management, and implementation of instruction.

If you would like to be considered for a cooperating teacher position, please provide the following information. Please be aware that completion of the application does not guarantee that you will receive a student teacher. Placement decisions are based on the number of student teachers available each semester and their individual needs.

Name _____

School Name _____

Grade Level You Are Teaching Now _____

NYS Teaching Certificate Area(s) _____

NYS Teaching Certificate Type: ___ Provisional ___ Permanent
 ___ Initial ___ Professional

Email Address _____

Highest Degree Earned _____

Years of Teaching Experience _____

Briefly explain why you would like to be a cooperating teacher.

Optional Information: Race/Ethnicity _____

Please complete this form and fax it to 718-960-7855. If you would like more information before completing the application, please call or e-mail Elvani Pennil, Professional Development Network Coordinator at 718-960-8004 or elvani.pennil@lehman.cuny.edu.

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)

**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.

**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 EVALUATION (From Cooperating Teacher)

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 implements components necessary for effective classroom management (high expectations for student success and consistency in dealing with students).</p> <p><input type="checkbox"/> Standards of conduct are established and are clear to all students.</p> <p><input type="checkbox"/> Teacher candidate's response to behavior is appropriate and consistent.</p> <p><input type="checkbox"/> Well-established routines are evident and maximize instructional time.</p> <p><input type="checkbox"/> Student/teacher interactions are caring and respectful.</p> <p style="text-align: right;">Score: <input style="width: 60px; height: 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: 60px; 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

COOPERATING TEACHER TUITION WAIVER APPLICATION**Cooperating Teacher Information**

(Please print information in the space provided.)

Cooperating Teacher _____
Last Name First Name

Home Address _____

Email Address _____ Home Telephone _____

Social Security # _____ School Telephone _____

School Name and ID Number _____

School Address _____

Name of Principal _____ Grade/ Subject _____

Student Teacher Information**Student Teacher 1** _____
Last Name First Name**Student Teacher 2** _____
Last Name First NameSemester _____ Year _____ Check One: Early Childhood _____ Elementary _____
Middle School _____ High School _____

Number of Weeks of Supervision _____ Dates of Supervision _____

Turned in: Resume _____ Midterm Evaluation _____ Final Evaluation _____

Will your waiver be used for a summer course? (Please circle one.) YES NO**How do you prefer to receive your waiver?** (Please circle one.) Please mail it to me. I will pick it up.**Once you have completed the semester and submitted evaluation forms and a copy of your resume, you will be eligible for the tuition waiver. Unless you specify that you would like to take a summer course, your waiver will be valid in fall and spring only.**Approved by: _____
Coordinator, Professional Development Network

Send this form to:

Elvani Pennil

Coordinator, Professional Development Network

Lehman College, CUNY

Division of Education

250 Bedford Park Boulevard West

Bronx, NY 10468-1589

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CONSENT FORM

TITLE OF PROJECT: Evaluating, understanding, and enhancing the quality of educator preparation programs in the Division of Education at Lehman College.

PURPOSE OF THE STUDY

You are being asked to respond to some questionnaires or surveys. The purpose of the project is to evaluate, understand, and enhance the quality of educator preparation programs in the Division of Education at Lehman College.

DESCRIPTION OF THE RESEARCH

We will collect data through surveys, and/or questionnaires of each student enrolled in an educator preparation program and an education alumna. The responses from each individual help the Division of Education and academic programs better understand the needs of the students and graduates so as to enhance the quality of the educator preparation programs in the Division of Education and to meet the requirements of the accreditation agencies.

POTENTIAL RISKS OR DISCOMFORTS

There will be minimal degree of psychological stress and anxiety.

POTENTIAL BENEFITS

Findings of the project could benefit the students in many different ways. They could lead to: (1) the design of programs that are better suited for the improvement in the quality of educator preparation programs; (2) improvement of services to support students in teaching and learning; (3) development of new education courses or revision of existing courses and practices to address students' needs; and (4) better education opportunities for underrepresented minority Hispanic and African American undergraduate and graduate students to pursue a lifetime teaching career.

CONFIDENTIALITY

Your identity as a participant in this research study will be kept confidential in any publication of the results of this project. The information obtained during this project will be kept confidential. Once the data are collected they will be stored and locked up in cabinets in the Dean's office. Only the principal investigator and the evaluator will have access to the data and will code the original data and know the identity of the participants in the project. The coded data will ensure the anonymity and confidentiality of the participants. After the completion of the project, the data will be destroyed.

VOLUNTARY PARTICIPATION

Your participation in this study is totally voluntary.

TERMINATION OF PARTICIPATION

You are free to withdraw consent and discontinue participating in this study at any time. You do not have to answer any questions that you prefer not to answer. Your decision to participate or not to participate will not, in any way, affect your status in the educator preparation program OR your standing in the college.

CONTACT PERSON(S)

If you have any questions or concerns about this study or your rights as a participant please contact the principal investigator or the institutional contact person at the addresses and telephone numbers above.

Lehman College/CUNY
Institutional Review Board for the
Protection of Human Subjects
6/4/09
Date Approved
Exempt
Approved Period



I have read this consent form and I understand the procedure to be used in this study. I freely and voluntarily choose to participate. I understand that I may discontinue participation at any time.

Name (printed): _____

Signature: _____ Date: _____
