



LEHMAN
COLLEGE

LEHMAN URBAN TRANSFORMATIVE EDUCATION

SCHOOL OF EDUCATION · LEHMAN COLLEGE, CUNY

Intern Handbook

A guide to supervision, expectations, and requirements for graduate students completing their internship as a Teacher of Record at Lehman College.



2026–2027 Academic Year
lehman.edu/education

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SECTION ONE



Overview: Teaching Intern

01 · OVERVIEW: TEACHING INTERN

Welcome to Your Internship!

Dear Intern,

The experience upon which you are embarking is where all your preparation comes together. You enroll as an Intern when you're a Lehman graduate student employed full-time as a Teacher of Record in your NYSED content area — carrying full classroom responsibility from day one, turning theory into practice in your own classroom.

An experienced teacher or supervisor at your school serves as your on-site mentor, and Lehman assigns a College Supervisor who observes your teaching and consults with your mentor about your strengths and growth areas. Across the semester you'll reflect on your own practice with them, attend weekly seminars, and demonstrate the field experience outcomes.

To be recommended for New York State certification, you complete a full semester of internship that includes teaching students with disabilities, multilingual learners, and students from a range of backgrounds, and demonstrate the use of technology in your lessons. Please reach out to me and my team at clinical.practice@lehman.cuny.edu with questions.

Best Regards,

Iain M. Coggins, Ph.D.

Interim Director, Clinical Practice & Partnerships

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SECTION TWO



Lehman Urban Transformative Education (LUTE) Conceptual Framework

02 · CONCEPTUAL FRAMEWORK

Our Vision

Lehman Urban Transformative Education (LUTE) is the School of Education's vision for educators and leaders who develop the knowledge, skills, practices, and dispositions that enrich individuals and the communities where they live and work. Rooted in the missions of The City University of New York and Lehman College, our vision widens access to postsecondary education and career opportunity, strengthens personal and social competencies for every PreK-18 student, and works to close gaps in achievement, opportunity, and attainment.

LUTE Themes

I.

Empower our community of educators and learners.

Through collaborative inquiry and shared decision-making, our faculty, staff, candidates, and alumni promote and support innovative practices in educational settings.

II.

Educate and advocate for social action and equity.

We name inequities and advocate for social justice, working to close gaps in achievement, opportunity, and attainment.

III.

Realize potential.

We attend to the whole child, adolescent, and adult, preparing educators who help students realize their potential through rigorous standards, assessment that tracks progress, responsiveness to diverse learning needs, and attention to the social and emotional factors that shape school success.

IV.

Affirm our diverse ethnic and cultural contexts.

We build environments that are safe and equitable for every learner and educator, and we treat school–family–community partnerships as essential contexts, knowledge bases, and sources for inquiry.

Our Programs

The School of Education prepares caring, globally aware, and socially just teachers, school counselors, and educational leaders through research-driven coursework and degree programs. With our partners, we advance practice that affirms diversity, imagination, integrity, and empowerment. Our graduates are technologically proficient and skilled at working with children, youth, families, schools, and communities toward equitable outcomes.

Our nationally recognized initial New York State certification programs span the undergraduate and graduate levels in Early Childhood; Elementary; and Secondary Mathematics, Science, Social Studies, English Language Arts, and Foreign Language. In collaboration with the School of Arts and Humanities and the School of Natural and Social Sciences, we offer PreK-12 certification in Art, Music, and Health. Programs in Teaching English as a Second Language, Literacy Studies, and Special Education — leading to initial or professional certification — are available at the graduate level. Candidates fluent in Spanish can add a bilingual extension to their base certificate.

We also offer New York State-approved graduate programs for school counselors and educational leaders. Counselor Education/School Counseling leads to School Counselor certification; the Educational Leadership master's prepares candidates for initial certification as a School Building Leader; and the Advanced Educational Leadership/District Leader extension leads to the advanced certificate and professional certification as a School District Leader.

Our Partners

Our partners shape everything we do. Working in schools lets our faculty tie theory to practice and advance educational scholarship, and together we provide professional development that serves the Bronx and surrounding communities — engaging community organizations, teachers, counselors, school and district leaders, families, and PK-18 students in the work of educational equity and access.

Over our years of committed, community-centered clinical practice, we have developed relationships with more than 200 schools in the Bronx and surrounding areas. These schools form our Professional Development Network (PDN). Each of our wide variety of sites aligns with our conceptual framework, offering valuable field experience to our candidates.

Continuing to deepen these partnerships, our school and college faculty work together to:

- Co-construct clinical experiences for student teachers;
- Review the quality of mentoring and supervision provided by Cooperating Teachers and College Supervisors;
- Co-train Cooperating Teachers and College Supervisors;
- Strengthen supervision through a fully rounded before-during-after approach that includes pre- and post-conferencing for each coaching visit and may include reviewing candidates' teaching on video;
- Examine assessment data together through the Lehman School Partnership Council (LSPC).

03

SECTION THREE



Supervision and Evaluation

03 · SUPERVISION AND EVALUATION

Your College Supervisor assigns your final grade. To be recommended for New York State certification, you must earn a grade of B or better in your field experience.

Your College Supervisor observes four times, most likely a mix of in-person visits and remote (video) reviews, to confirm that you're achieving field experience outcomes over the course of the semester. Whenever possible, the two of you meet to talk through your strengths and growth areas and plan next steps. Your performance rests on how fully you meet those outcomes, which grow from Lehman's conceptual framework of urban education. Some programs require additional outcomes.

Program Goals: Early Childhood/Childhood and Middle/High School

By the end of your program, you will be able to:

- Demonstrate command of your content
- Show how students develop and how different students learn
- Use varied instructional strategies that make subject matter meaningful and build students' critical-thinking and problem-solving skills
- Plan instruction that accommodates diversity and opens opportunities for each student's growth, drawing on your knowledge of students, subject matter, curriculum goals, and national, state, and local standards
- Create a learning environment that invites active, engaged learning, positive interaction, and self-motivation for every student
- Communicate effectively using a range of literacy and communication skills, verbal and non-verbal, along with technology and media

- Use formal and informal assessment to evaluate progress and support each learner's continuing intellectual and social development
- Reflect on your own attitudes, philosophy, and teaching
- Work with families, colleagues, and the community to support student learning

Program Goals: Special Education

By the end of any special education program, you will be able to:

- Interpret formal and informal assessments, report results to families and colleagues, and use what you learn to modify learning environments in line with each student's IFSP or IEP
- Integrate social and career/vocational skills, including social-skills development, with the academic curriculum
- Use behavior-management techniques suited to culturally and linguistically diverse students with exceptional learning needs
- Collaborate with general-education teachers and other school and community personnel to include students with exceptional learning needs across learning environments
- Draw on your knowledge of specific disabilities and of cultural and linguistic diversity, understanding each child within the contexts of family, culture, and society
- Design and select learning experiences that respect family, cultural, and linguistic diversity and prepare each child for the next setting
- Recognize signs of emotional distress, abuse, and neglect, and follow the procedures for reporting them to the appropriate authorities
- Build a stimulus-rich indoor and outdoor environment using materials, media, and technology
- Apply models of consultation and collaboration with families, teachers, related-service providers, and school personnel across diverse settings
- Reflect on your practice and develop, implement, and evaluate an ongoing professional-development plan
- Work effectively with children with severe disabilities, including physical management and handling, special health-care needs, daily-living-skills curriculum, and assistive and adaptive technology

Your College Supervisor

Your College Supervisor oversees your internship on behalf of Lehman College, acting as a liaison between the College and your school and looking for growth in your confidence, your instructional skill, and your understanding of teaching and learning. In working with you, your supervisor is at once mentor, coach, and liaison.

Mentoring and Coaching

In this role, your College Supervisor will:

- Conduct up to four visits, in person and/or by video
- Observe and evaluate a full lesson twice, at mid-term and at final
- Give you feedback after each visit, with an immediate debrief whenever possible
- Read your lesson plan and comment on your teaching or recorded instruction during the pre- and post-conferences (see Appendices B and C)
- Evaluate all your assignments in SL&L, using the rubric or a Met/Not Met rating, then assign your final grade — every assignment must be evaluated before the grade is set

When you complete the Coaching Visit Guide (Appendix A), you'll be asked which co-teaching strategy or strategies you used during the lesson — see p. TBD of this handbook.

Acting as a Liaison

As liaison, your College Supervisor connects the College and your school in support of your development, keeps communication open with you and with Lehman's coordinators and the Office of Clinical Practice, and completes the School of Education's required forms and assessments. In practice, your supervisor will:

- Establish a protocol with your principal or assistant principal — introducing themselves, explaining their role, and checking in on each visit
- Evaluate your SL&L directed response folio (DRF) requirements steadily across the semester, by the mid-term and end-of-term deadlines rather than all at once
- Contact the Director of Clinical Practice & Partnerships promptly if any concern about your internship arises

Clinical Practice Evaluation

Your College Supervisor evaluates you, and you evaluate yourself. This ongoing assessment helps you improve and strengthens your habit of self-reflection. Expect timely, specific feedback — written and verbal — on your knowledge, skills, and dispositions: what worked, where to grow, and what to try next in your PreK-12 teaching.

A few items aren't collected in SL&L: the Pre-Conference Guide, Post-Conference Guide, and Journal. Complete, post, and have every SL&L assignment evaluated across the semester — the final grade depends on it.

Two appendices lay out the specifics: the Intern Evaluation Checklist and Pacing Chart (Appendix D), and the School of Education Common Assessments (Appendix E), which include:

- The Disposition Assessment, twice
- The Student Teaching Evaluation Form (STEF), twice — with your mid-term and end-term lesson plans
- The Student/Intern Self-Evaluation, once
- The Technology Integration Survey, once

Initial Certification: Lehman Teacher Performance Portfolio (L-TPP)

To earn initial New York State certification, you complete a Teacher Performance Assessment — at Lehman, the Lehman Teacher Performance Portfolio (L-TPP). This applies to you if you're teaching full-time on a temporary Internship Certificate but aren't yet initially certified. Your Seminar Instructor scores the L-TPP; the full outline is in Appendix F, Initial NYSED Teacher Certification Evaluation.

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SECTION FOUR



Policies & Procedures

04 · POLICIES & PROCEDURES

Parent/Guardian Consent for Video Recording

Throughout your clinical practice semester, you'll collect video-consent forms from parents and guardians before recording your teaching. Recordings may be needed for remote supervision, course assignments, or performance assessments. The focus is your instruction, though recordings include both you and students. Recordings and student work are never made public — videos you submit through a secure online system are reviewed only by your Lehman program faculty.

A student may appear in your recordings only if you've collected a signed consent form from that student's parent or guardian; if the school keeps media-release permissions on file, confirm each student's signed permission before you record. Lehman doesn't collect your copies — by submitting your videos, you attest that you collected, or confirmed the school holds, each student's signed consent. Forms are available on the Student Teacher Handbook and Forms webpage.

Repeating the Internship

If you don't complete the internship because of a serious health problem, or you earn a grade below B for the 14-week (up to 70-day) placement, you may apply to repeat it — when it wasn't completed for one of these reasons:

- Host school or College Supervisor requested your withdrawal for performance, or you were dismissed
- Serious health problem, documented by a doctor, kept you from completing the required days
- Military service was required
- Earned a grade below B
- More than two non-permitted absences



Dismissal from a host school may end your placement immediately.

Reapplying

To reapply, write to your Department Chairperson and the Director of Clinical Practice & Partnerships. Your letter should give your reason for reapplying and any additional preparation you completed in the interim (if your College Supervisor suggested it). Submit it within two years of your original placement. An ad hoc committee — the Director, clinical faculty, and your program coordinator — reviews each appeal, and review doesn't guarantee approval. Students dismissed from a host school, or who chose not to finish, may not be able to reapply.

Your Rights and Responsibilities as a Lehman Student

As a Lehman College student, you have rights and responsibilities beyond your fieldwork placement, including those outlined in the CUNY/Lehman Student Code of Conduct. For the full policy and related resources, contact the Division of Student Affairs (Shuster Hall, Room 204; student-affairs@lehman.cuny.edu; (718) 960-8242).

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SECTION FIVE

Appendices



05 · APPENDICES

Appendix Index

- A Student Teaching Coaching Visit Guide
- B Pre-Conference Guide
- C Post-Conference Guide
- D Intern Evaluation Checklist and Pacing Chart
- E School of Education Common Assessments
- F Initial NYSED Teacher Certification Evaluation (by Seminar Instructor)

APPENDIX A

Student Teaching Coaching Visit Guide

The Coaching Visit Guide is completed digitally in Watermark's Student Learning & Licensure (SL&L). You'll complete two Coaching Visit Guides over the course of the semester, submitting them in SL&L after each in-person visit and reviewing them with your College Supervisor.

Access the Coaching Visit Guides in SL&L: [\[LINK PLACEHOLDER — pending\]](#)

Pre-Conference Guide

Student Teacher's Name	Date & Time	College Supervisor's Name

Step 1: Planning

Student Teacher brings:

- ☐ Completed lesson plan and instructional materials
- ☐ Lesson aligned with L-TPP lesson guidelines
- ☐ Rationale for standards used (number and language)
- ☐ Lesson objective(s), with alignment to the standard's verb and a measurable K.U.D. (what students will Know, Understand, and/or Do)
- ☐ Sub-objective(s): connections to prior learning, real-world relevance, and new/reviewed content and academic language
- ☐ Assessment rubric (exemplar at the "Meets" level)
- ☐ Analysis of student learning (test results, work samples, artifacts, challenges)
- ☐ Personal growth goals from the previous Coaching Visit

Step 2: Assessment

College Supervisor asks:

- ☐ How are assessments or rubrics being used in this lesson?
- ☐ How are objectives aligned with assessments?
- ☐ How will you formatively assess throughout the lesson?
- ☐ How and why will you differentiate assessment(s)?

Step 3: Instructional Delivery

College Supervisor asks Student Teacher to:

- ☐ Identify a recent growth area and how this lesson addresses it
- ☐ Rehearse delivery of instructional strategies, referencing the lesson plan, related materials, and how the growth area will be visible in this lesson

Post-Conference Guide

The purpose of this guide is to prepare the Student Teacher for the post-conference discussion with the College Supervisor.

Student Teacher's Name	Date & Time	College Supervisor's Name

Step 1: Opening

Student Teacher shares overall impressions of the lesson (their experience, the video, and assessment outcomes) and shares assessment results, rubric scores, or work samples with analysis.

Step 2: Strength & Growth Area

Student Teacher identifies and justifies (with evidence aligned to the STEF rubric) one strength and one growth area.

Step 3: Instructional Feedback — Strength

Student Teacher records notes on the strength and next steps to sustain it. College Supervisor identifies the strength (directly or through guided questioning), shares supporting evidence from the lesson, and together they identify actionable next steps and the impact on student achievement and other STEF indicators.

Step 4: Instructional Feedback — Growth Area

Same process as Step 3, applied to the identified growth area.

Step 5: Closing

Student Teacher restates the lesson's strength and growth area with next steps for each. College Supervisor and Student Teacher review scores for all indicators (noting any discrepancies of 2+ points) and discuss the Professionalism score. Student Teacher may ask final questions or request support.

Intern Evaluation Checklist & Pacing Chart

Intern		College Supervisor	
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All required assessments below are submitted through Lehman's Student Learning & Licensure (SL&L) system. A few items — the Pre-Conference Guide, Post-Conference Guide, and Journal — are required but not submitted through SL&L.

Timeframe	Requirement
Week 1	Placement Information (SL&L form)
—	Coaching Visit 1 (<i>SL&L form</i>)
Weeks 2–3	Formal Evaluation 1: Disposition Assessment (SL&L form)
Weeks 6–8	Mid-term Lesson Plan (SL&L upload), Coaching Visit 2 (SL&L form)
Weeks 10–12	Formal Evaluation 2: Disposition Assessment (SL&L form)
Weeks 11–14	Final Lesson Plan (SL&L upload)
Weeks 12–13	Student Self-Evaluation (Danielson/STEF), Technology Integration Survey
Weeks 12–14	Evaluation of College Supervisor (Danielson/STEF)

TESOL candidates: additional lesson plan and rubric-based feedback requirements apply at Coaching Visits 1 and 2 — see your program coordinator for details.

School of Education Common Assessments

No final grade is submitted until you complete the required surveys, upload or attach the required documents, and your College Supervisor completes their evaluation in SL&L. All surveys and forms — including every question and rubric — are available online, so candidates and evaluators can review them before they're officially completed in SL&L.

[Student Teacher Handbook & Forms](#) · [Intern Handbook & Forms](#)

Dispositions Self-Assessment (SL&L Survey/Form)

Student Teacher and Intern complete twice — between Weeks 2–3 and Weeks 10–12. Evaluates professional behaviors and dispositions: timeliness, attendance, appearance, self-efficacy, confidentiality, initiative, sensitivity to cultural and individual differences, fairness, rapport, caring, flexibility, open-mindedness, honesty, responsiveness to feedback, and reflectivity. You provide a personal rating based on your best judgment for each item. (*Sample form: Dispositions Self-Assessment, linked in SL&L.*)

Student Teacher and Intern Self-Evaluation (SL&L Survey/Form)

Candidate completes once at semester's end (Weeks 12–13); College Supervisor completes twice. You must upload or attach your mid-term and final lesson plans to release the evaluation for your College Supervisor. Assesses performance across ten InTASC Standards — Learner Development and Differences, Content and Pedagogy, Planning for Instruction, Learning Environment, Instructional Strategies, Assessment, Professional Learning and Ethical Practice, Leadership and Collaboration, and Technology Integration (Standards #1 and #5 combined) — 37 questions in total, with performance indicators aligned to the Danielson Framework.

Student Teacher – Intern Technology Integration Survey (SL&L Form)

Candidate completes once at semester's end (Weeks 12–13) — 10 questions in total. Assesses frequency of technology integration (Never · Rarely · Occasionally · Frequently) across Planning and Instruction, Student Assessment, and Professional Growth and Development, with optional comments.

Levels of Proficiency

The evaluation rubric identifies five levels of proficiency. Achievement of “Distinguished Performance,” “Proficient Performance,” or “Expected Candidate Performance” indicates readiness for the profession. To be recommended for certification, minimum performance on the Final Evaluation must be “Expected Candidate Performance” — a minimum grade of B or above.

A rating of “Unacceptable Performance” in any one standard on the Final Evaluation indicates the candidate is not yet ready for a passing grade or the College’s endorsement for certification.

Evaluators must identify and describe your emergent, frequently used, and mastered skills, with recommendations for improvement. This reflects the School of Education’s working themes:

Empower Our Community of Educators and Learners

Educate and Advocate for Social Action and Equity

Realize Potential

Affirm Our Diverse Ethnic and Cultural Contexts

Evaluation of Supervisor (SL&L Form)

Candidate completes once, Weeks 12–14. Confidential survey rating your College Supervisor’s feedback, support, suggestions, and the overall experience, with space for open comments.

Initial NYSED Teacher Certification Evaluation

(by Seminar Instructor)

Lehman Teacher Performance Portfolio (L-TPP in SL&L)

According to NYSED requirements, all candidates seeking INITIAL teacher certification must complete a Teacher Performance Assessment. This includes all student teachers and candidates teaching full-time on a temporary Internship Certificate who are not yet initially certified.

The L-TPP is a multi-measure assessment where candidates demonstrate the pedagogical knowledge and skills identified in the New York State Teaching Standards and the New York State Culturally Responsive-Sustaining Education Framework, as well as content area standards for the grade band and specialization area.

At Lehman College, the L-TPP is our teacher performance assessment. Its components will be shared with you by your Student Teaching Seminar Instructor, along with a Student Guide in your seminar course.

- There are different versions of the L-TPP based on certification area — Early Childhood Education, Childhood Education, Adolescent Education, Special Education, TESOL, Music, and Art Education.
- You will complete the L-TPP during your time as a student teacher, combined with Lehman coursework toward NYSED teacher certification.
- You will upload each component of the L-TPP into your SL&L account when completed, and it will be scored by your Seminar Instructor using a 3-point rubric.
- You must successfully complete all parts of the L-TPP to be recommended for NYS certification.
- All questions about the L-TPP should be directed to your Seminar Instructor.

L-TPP Tasks

Task	Description	Topics Evaluated
Professional Responsibility and Growth	2–4 page essay, 5-min video, or narrated PowerPoint	NYS Std. 6 & 7; CRSE Std. 4
Knowledge of Students and Context for Learning	Written document, 2–3 pages per student	NYS Std. 1; CRSE Std. 3
3a. Knowledge of Content & Instruction, Learning Environment	Annotated written document with diagrams, 2–3 pages per lesson	NYS Std. 2, 3, & 4; CRSE Std. 1, 2
3b. Instructional Practice	20-min video of a lesson (SWIVL with time-stamped comments, or reflection paper)	NYS Std. 2, 3, & 4; CRSE Std. 1, 2
Knowledge of Formal Assessment	Evaluation of 2 data sources: mini-unit progress assessment; periodic assessment summary	NYS Std. 5; CRSE Std. 2, 3



QUESTIONS?

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