



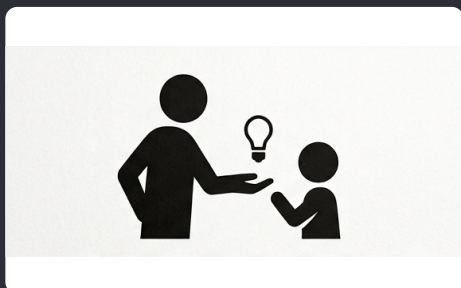
LEHMAN
COLLEGE

LEHMAN URBAN TRANSFORMATIVE EDUCATION

SCHOOL OF EDUCATION · LEHMAN COLLEGE, CUNY

Student Teacher Handbook

A guide to placement, expectations, and requirements for candidates completing their student teaching experience at Lehman College.



2026–2027 Academic Year
lehman.edu/education

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01

SECTION ONE



Overview: Student Teaching

01 · OVERVIEW: STUDENT TEACHING

Welcome to Student Teaching!

The experience upon which you are embarking is where all your preparation comes together. In an accredited public or private school, working alongside an experienced, certified teacher, you turn theory into practice. With your Cooperating Teacher and College Supervisor, you'll design and teach lessons, assess student learning, manage a classroom, and take on the full responsibilities of a teacher.

Across the semester, you'll learn to critique and reflect on your own practice in collaboration with your Cooperating Teacher and College Supervisor. To be recommended for New York State certification, you complete a full semester of student teaching that includes teaching students with disabilities, multilingual learners, and students from a range of racial, ethnic, and socioeconomic backgrounds. You'll also demonstrate the use of technology in planning and delivering lessons.



Plan ahead

Full-time field work is demanding, so plan to limit outside commitments like work or additional coursework during the semester. You'll follow your Cooperating Teacher's schedule, including before- and after-school meetings and planning periods, as if you were an employee of the school.

Resources online

This handbook, the forms referenced throughout it, and additional clinical practice resources are available at lehman.edu/academics/education/cpp/student-teachers.

02



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 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 PK-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 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



Student Teacher Placement

03 · STUDENT TEACHER PLACEMENT

Lehman's programs prepare teachers for urban schools, so you'll be placed in a pre-school, elementary, middle, or high school in the Bronx. One exception applies: if you've been accepted for student teaching and already work as a paraprofessional or Teacher of Record, your Lehman supervisor may work with you at your place of employment — but only when your program's department can find a supervisor able to observe you there.

To provide you with experience across grade levels, placements are sometimes split during the 14-week semester (7 + 7 weeks, or 10 + 4). Grade levels are matched to your planned certification area.

Program Goals: Early Childhood/Childhood & Middle and 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 and beliefs about teaching
- Work with families, colleagues, and the community to support student learning

Program Goals: Special Education

By the end of the 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

The Student Teaching Team

Your student teaching team has three members: you, the Student Teacher; your Cooperating Teacher; and your College Supervisor. Here's what each of you is responsible for.

Student Teacher

As the Student Teacher, you will:

- Attend student teaching orientation
- Co-teach five days per week at your placement — a full-time commitment
- Store and submit attendance timesheets and obtain your Cooperating Teacher sign-off as scheduled
- Attend school and district meetings with your Cooperating Teacher whenever you can
- Show punctuality, dependability, and professional decorum on campus and in the field — reviewing the Requirements of the Student Teacher (below) and going over the Professional Conduct Quiz with your College Supervisor (see Appendix I)
- Take on the tasks your Cooperating Teacher assigns, and participate in lesson and curriculum planning sessions
- Grow into full classroom responsibility over the semester — observing and assisting as directed, then co-planning and co-teaching; sending home the media-release consent form and letter for remote supervision; taking responsibility for a small-group lesson; and building toward whole-class lessons, scaling to a full morning, a full day, and a full unit
- Interact positively with students, your Cooperating Teacher, families, and school staff
- Communicate regularly with your Cooperating Teacher and College Supervisor to keep every requirement on track
- Welcome constructive feedback and take part in feedback conversations with your Cooperating Teacher and College Supervisor
- Use written and verbal feedback, along with your notes from the Student Teacher Coaching Visit Guide, to meet the outcomes for student teaching
- Meet deadlines by submitting required program documentation, key assessments, and final evaluations

- Maintain good standing in your graduate classes
- Review your evaluations and discuss your strengths and growth areas openly
- Complete a final self-evaluation using the Student Teacher/Intern Evaluation Form (STEF), and the Technology Integration Survey
- Complete two supplemental evaluations — one on your student teaching experience and one on your supervisor. Your responses inform future placements and programs.

Your Cooperating Teacher and College Supervisor

Your Cooperating Teacher will:

- Welcome you as a co-teacher (see Appendix G for co-teaching strategies)
- Sign your attendance timesheets, as scheduled
- Encourage a range of instructional strategies, and provide written and verbal feedback
- Include you in lesson and curriculum planning, and encourage you to shadow them at meetings and professional learning
- Complete mid-term and final evaluations using the Cooperating Teacher Feedback Form (Danielson FFT), and discuss them with you
- Provide feedback to your College Supervisor, keep communication open, and meet with you as necessary

Cooperating Teachers also have access to Lehman workshops and training toward an optional micro-credential; a separate addendum details their responsibilities in full.

Your College Supervisor will:

- Conduct four observations, at least two in-person at your site and two by video
- Observe and evaluate a full lesson twice, at mid-term and at final
- Provide feedback before each visit, with a debrief within 24 hours
- Annotate your video-recorded lessons (see Appendices A and B)
- Keep communication open with your Cooperating Teacher and meet with you as needed
- Submit your Cooperating Teacher Feedback Form results and evaluate your assignments in SL&L using the rubric or a Met/Not Met rating

Your College Supervisor assigns your final grade, weighing your Cooperating Teacher's evaluations closely. Every assignment must be evaluated before a final grade is assigned. Some programs expect additional outcomes; your supervisor will let you know.

04

SECTION FOUR



Student Teaching Experience

04 · STUDENT TEACHING EXPERIENCE

Across the semester you'll work with students under the guidance of your Cooperating Teacher and College Supervisor, learning to critique and reflect on instructional practice and its impact on student learning. As you observe, plan lessons, and co-teach, your judgment grows more sophisticated — and you begin to make decisions like a teacher.

Observing teaching practices

You begin by observing your Cooperating Teacher's classroom. Use this time to learn students' names, schedules, rules, and the rhythms of the room; to watch how your Cooperating Teacher manages the class, delivers instruction, and works with students of differing abilities; to see assessment in action; and to build rapport with families. When you can, visit other classrooms where strong teachers use varied strategies with multilingual students and students with special needs.

Planning lessons

You'll write a detailed lesson plan for every class you teach. The most important part is clarity about your objectives, standards-based strategies to reach them, the materials you'll use, and an assessment plan with formative and summative measures. Submit each plan to your Cooperating Teacher in advance for feedback, follow the requirements set by the School of Education and your host school, and gather your own resources.

Co-teaching

Lehman has moved beyond the traditional apprenticeship model to a co-teaching model, and we ask you and your Cooperating Teacher to make co-teaching a regular part of instruction. You work as a team to plan, organize, deliver, and assess instruction. You'll likely experience several co-teaching strategies across the semester (see Appendices F and G).

Assignments in SL&L

Most assignments are uploaded to SL&L (housed in Brightspace) for your College Supervisor's review and evaluation. Exceptions may include daily journal entries and other program-specific assignments. You'll receive directions for setting up your Brightspace/SL&L account in your first weeks.

Coaching Visit Guide

You'll reflect on your teaching using the Student Teacher Coaching Visit Guide, which helps you name your successes and growth areas and set actionable next steps.

Pre- and post-conferences

At the pre-conference, you and your College Supervisor discuss your lesson plan, assessment, and delivery so you're ready to teach. At the post-conference, you review how the lesson went, identifying successes, growth areas, and next steps (see Appendices A and B).

Journal

Your College Supervisor decides whether a daily reflective journal is required. A typical entry runs about a page, single-spaced. Early entries focus on observation — the classroom, the school, your Cooperating Teacher's lessons, and how students respond. As you gain experience, your focus shifts to your Cooperating Teacher's instructional decisions: how they build a learning environment, manage the class, assess learning, reach students of varying abilities and backgrounds, adapt materials, and use technology to meet varied needs.

Ongoing professional interaction

Beyond the journal, you'll reflect through discussion: lesson-based conversations with your Cooperating Teacher, College Supervisor, classmates, and seminar instructors to deepen your insight into teaching and learning and your instructional practice.

05

SECTION FIVE



In-School Requirements of the Student Teacher with PK-12 Students

05 · IN-SCHOOL REQUIREMENTS

Professionalism

As a Student Teacher, you represent both your host school and Lehman's teacher preparation programs. Hold yourself to high standards of personal and professional conduct and follow the expectations below.

Arrival and departure

Arrive and leave at the times required of full-time teachers, following the same sign-in and sign-out procedures. Your Cooperating Teacher may ask you to come earlier or stay later for before- or after-school activities, planning, or grading.

Absences

Be present full-time on school days. The only permitted absences are your own illness, a death in the family, or permission from the Director of Clinical Practice & Partnerships. Notify your Cooperating Teacher and a school administrator in advance by phone; in an emergency, notify your Cooperating Teacher and College Supervisor within 24 hours. Provide written documentation — a physician's note or funeral schedule — to your College Supervisor, who files it with the CPP office, and arrange to make up any missed days.

School schedule and calendar

Follow your Cooperating Teacher's schedule, including before- and after-school meetings, and your host school's calendar, which may differ from Lehman's. Unless told otherwise, you're in school five full days a week. At the end of each placement period, upload a signed attendance sheet to SL&L.

Attendance Tracking

Your instructor will guide you on tracking and submitting your attendance, and you will track the hours you spend at your school. Your Cooperating Teacher will initial each day worked and sign off at mid-term and end-of-term. Completing the required number of days is necessary for Lehman to recommend you for NYSED certification.

Dress

Dress in line with your school's professional standards.

School policies and procedures

Learn your school's and district's policies on accidents, discipline, fire drills, substance use, and homework, along with safety and security procedures and behavior expectations. Don't run personal for-profit activities in your host school.

Establishing rapport

Work respectfully with everyone in the school community — librarians, counselors, support staff, and colleagues.

Contact with students

Keep contact with students within school hours and school channels. Don't contact students outside school (including calls, email, social media, or meeting socially), and never be alone with a student — NYCPS requires a certified teacher or administrator to be present.

Professional dispositions

Earn a rating of "Meets Expectations" or better on every criterion of the School of Education Dispositions Assessment, which you complete twice in SL&L. This rating matters for your student teaching grade.

Clinical Practice Evaluation (College Supervisor and Cooperating Teacher)

Your College Supervisor and Cooperating Teacher(s) both evaluate you, and you evaluate yourself. The purpose is to help you improve and to strengthen your habit of self-evaluation. 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 PK-12 teaching.

A few items aren't collected in SL&L: the Pre-Conference Guide, Post-Conference Guide, and Journal.

Formal Evaluation 1 — midway through the experience

Due	Assessment (SL&L)	Student Teacher (ST)	College Supervisor (CS)
Week 1	Placement Information	Completes form in SL&L	Evaluates using Met/Not Met
Set with CS	Coaching Visit 1	Uploads Coaching Guide; TESOL only: 1st lesson plan	Completes Coaching Visit Evaluation Form; TESOL only: feedback on TESOL rubric
Week 2–3	Disposition Assessment	Completes form in SL&L	Evaluates using rubric
Week 6–8	Cooperating Teacher Feedback Form (CTFF)	Gives CT a fillable form; uploads returned form to SL&L	Enters CTFF data into SL&L as an evaluation
Week 6–8	Mid-term Lesson Plan	Uploads in SL&L	Evaluates using the STEF
Set with CS	Coaching Visit 2	Uploads Coaching Guide; TESOL only: lesson #3 (TPP)	Completes Coaching Visit Evaluation Form; TESOL only: feedback on TESOL rubric
Week 7	Attendance / Timesheets	Uploads in SL&L	Evaluates using Met/Not Met

Formal Evaluation 2 — end of the experience

Due	Assessment (SL&L)	Student Teacher (ST)	College Supervisor (CS)
Week 8	Placement Information	Completes form in SL&L	Evaluates using Met/Not Met
Week 10–12	Disposition Assessment	Completes form in SL&L	Evaluates using rubric
Week 12–14	Cooperating Teacher Feedback Form (CTFF)	Gives CT a fillable form; uploads returned form to SL&L	Enters CTFF data into SL&L as an evaluation
Week 12–14	Final Lesson Plan	Uploads in SL&L	Evaluates using the STEF
Week 12–13	Student Teacher Self-Evaluation	Completes form in SL&L	Evaluates using Met/Not Met
Week 12–13	Technology Integration Survey	Completes form in SL&L	Evaluates using Met/Not Met
Week 14	Attendance / Timesheets	Uploads in SL&L	Evaluates using Met/Not Met
Week 13–14	Evaluation of Experience	Completes form in SL&L	Evaluates using Met/Not Met
Week 12–14	Evaluation of College Supervisor	Completes form in SL&L	Does not evaluate

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

To earn initial New York State certification, you will complete a Teacher Performance Assessment. At Lehman, that assessment is the Lehman Teacher Performance Portfolio (L-TPP). It applies to all student teachers, as well as candidates teaching full-time on a temporary Internship Certificate who aren't yet initially certified.

The L-TPP is a multi-measure assessment. Across its tasks, you demonstrate the pedagogical knowledge and skills in the New York State Teaching Standards and the Culturally Responsive-Sustaining Education (CRSE) Framework, along with the content standards for your grade band and specialization. Your Seminar Instructor shares the components and a Student Guide, and scores each task on a 3-point rubric in SL&L. There are versions for each certification area — Early Childhood, Childhood, Adolescent, Special Education, TESOL, Music, and Art. You'll complete the L-TPP alongside your coursework, upload each component to SL&L as you finish it, and complete all required components to be recommended for certification. Bring any questions to your Seminar Instructor.

Task	What you produce	Standards
1. Professional Responsibility and Growth	2–4 page essay, 5-minute video, or 5-minute narrated slide deck	NYS Teaching Std. 6 & 7 CRSE Std. 4
2. Knowledge of Students and Context for Learning	Written document, 2–3 pages per student	NYS Teaching Std. 1 CRSE Std. 3
3a. Knowledge of Content & Instruction, Learning Environment	Written document with diagrams, 2–3 annotated pages per lesson	NYS Teaching Std. 2, 3, 4 CRSE Std. 1, 2
3b. Instructional Practice	20-minute video of an actual lesson (SWIVL with time-stamped comments, or a self-reflection paper)	NYS Teaching Std. 2, 3, 4 CRSE Std. 1, 2
4. Knowledge of Formal Assessment	Evaluation of two data sources: student progress on a mini-unit, and data from a standardized periodic assessment	NYS Teaching Std. 5 CRSE Std. 2, 3

06

SECTION SIX



Policies & Procedures

06 · POLICIES & PROCEDURES

Fingerprinting (NYCPS)

Before you can receive fieldwork or placement help, you must be fingerprinted and pass a NYCPS criminal background check. Your status in the NYCPS Personnel Eligibility Tracking System (PETS) and in Lehman 360 must read “Eligible” before you’re placed. Follow the procedure on the School of Education fingerprinting page first.

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-assessment requirements. The focus is your instruction, though recordings will include both you and students in whole-class, small-group, or individual lessons. Recordings and student work are never made public; the 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 already keeps media-release permissions on file, confirm each student’s signed permission before you record. Lehman doesn’t collect your copies of these forms — by submitting your videos, you attest that you collected, or confirmed the school holds, each student’s signed consent.

Video-consent forms are available on the Student Teacher Handbook and Forms webpage.

Repeating Student Teaching

If you don't complete student teaching 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. You can repeat student teaching when it wasn't completed for one of these reasons:

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

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 Practice, 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.



Dismissal from a host school may end your placement immediately.

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-affairslehman.cuny.edu; (718) 960-8242).

07

SECTION SEVEN

Appendices



07 · APPENDICES

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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 referencing Bloom's Taxonomy and the edTPA lesson plan template
- ☐ 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.

Student Teacher Evaluation and Pacing Checklist

Student Teacher		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
—	Coaching Visit 1 (<i>date set with College Supervisor</i>)
Weeks 2–3	Disposition Assessment
Weeks 6–8	Formal Evaluation 1 (midway): Cooperating Teacher Feedback Form, Mid-term Lesson Plan, Coaching Visit 2
Week 7	Attendance/Time Sheets
Week 8	Placement Information
Weeks 10–12	Disposition Assessment
Weeks 12–14	Formal Evaluation 2 (end): Cooperating Teacher Feedback Form, Final Lesson Plan, Student Self-Evaluation, Technology Integration Survey, Attendance/Time Sheets, Evaluation of Experience, Evaluation of College Supervisor

Supervising 7 or more Student Teachers (not Interns)? Contact clinical.practicelehman.cuny.edu.

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 Required Common Assessments

All required surveys and evaluations are completed through Lehman's Student Learning & Licensure (SL&L) system. Sample forms are available for reference at the links below; official responses must be completed in SL&L.

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

Dispositions Self-Assessment

Completed by the candidate twice (Weeks 2–3 and Weeks 9–10) — 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.

Student Teacher/Intern Self-Evaluation

Completed by the candidate once at semester's end (Weeks 12–13); evaluated by the College Supervisor twice — 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, Technology Integration), with performance indicators aligned to the Danielson Framework. Rubric levels range from Unacceptable to Distinguished Performance; a minimum of "Expected Candidate Performance" (B or above) is required for certification recommendation.

Technology Integration Survey

Completed once at semester's end (Weeks 12–13) — assesses frequency of technology integration across planning/instruction, student assessment, and professional growth.

Evaluation of Supervisor

Completed once by the candidate (Weeks 12–14) — confidential survey on the College Supervisor's feedback, support, and mentorship.

Cooperating Teacher Feedback Form (Student Teachers only)

Completed twice by the Cooperating Teacher (mid-term, Weeks 6–8, and end-term, Weeks 12–14) — confidential survey on school placement and mentorship.

Evaluation of Experience (Student Teachers only)

Completed once by the candidate (Weeks 13–14) — confidential survey on overall placement experience.

Cooperating Teacher: Sample Welcome Activities Checklist

Introductory Activities

- ☐ School culture
- ☐ Letter of introduction to parents
- ☐ Meeting key personnel
- ☐ Desk/storage assignment
- ☐ Use of collaborative log

Daily Activities

- ☐ Daily schedule
- ☐ Attendance procedures
- ☐ Lunchroom regulations
- ☐ Group movement
- ☐ Dismissal procedures
- ☐ Release of students to authorized persons
- ☐ Playground rules

Yearly Activities

- ☐ Fire drills
- ☐ Accident/first aid/health reporting
- ☐ Enrolling/readmitting pupils
- ☐ Testing programs
- ☐ Teacher meetings
- ☐ Parent-teacher meetings
- ☐ Snow day/late opening procedures
- ☐ Procedures for ill students
- ☐ Money collection (trips, book orders, photos)
- ☐ Home visitations/pupil gifts
- ☐ Parent reports
- ☐ Field trip rules

Organizational Activities

- ☐ District/building handbooks
- ☐ School organizational chart
- ☐ Calendar and hours
- ☐ Duplicating equipment and supply requisition
- ☐ Supervisory policies
- ☐ Media center policies
- ☐ Parking

Co-Teaching Strategies & Examples

Student Teachers & Cooperating Teachers will aim to implement these Co-Teaching strategies. They are not hierarchical — they can be used in any order and/or combined to best meet the needs of the students in the classroom.

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.

Example: One teacher can observe for specific types of questions asked by the 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.

Example: While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples, or be the “voice” for students who don’t understand or are hesitant to share. As Student Teachers lead their first whole-group lesson, the Cooperating Teacher can oversee classroom management — allowing the Student Teacher to focus on pacing, questioning strategies, assessment, and movement.

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 (e.g., standing under the clock) that allows for a quick conversation without interrupting the lesson.

Station Teaching

The co-teaching pair divides the instructional content into parts — each teacher instructs one of the groups, and groups rotate or spend a designated amount of time at each station; often an independent station is used alongside the teacher-led stations.

Example: In a literacy lesson, the pair could divide into three stations: fluency, reading comprehension, and vocabulary. In a science lesson, one station views a specimen under a microscope, another diagrams the specimen, and a third watches a short video of it in its natural setting.

Tip Stations cannot be hierarchical — students must be able to start at any station. This lets students work in smaller groups, lets the Student Teacher build confidence teaching a mini-lesson multiple times, and keeps the Cooperating Teacher actively engaged. 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, addressing the same material with the same strategy. The benefit is a reduced student-to-teacher ratio.

Example: After reading a text, the class splits into two groups to discuss questions; in a math lesson, each teacher supports one group's use of manipulatives.

Tip Place students facing their teacher, backs to the other group, to reduce distractions. Discuss pacing, voice, and noise levels beforehand.

Supplemental Teaching

One teacher works with students at grade level, while the other works with students needing material retaught, extended, or remediated.

Example: After a math exam, one teacher re-teaches concepts to students who fell short while the other extends the same concepts for students who passed.

Tip Base groupings on a specific assessment, and rotate over time so one teacher isn't always with the struggling group.

Alternative or Differentiated Teaching

Two different approaches to teaching the same information — the outcome is the same for all students, but the path there differs.

Example: In a lesson on predicting, one group brainstorms significant story events; the other predicts by connecting objects (e.g., a dirty collar, a \$20 bill) to the story.

Tip A great way to incorporate learning styles — both instructors should agree on the outcome, since students reach it by different methods.

Team Teaching

Well-planned, team-taught lessons flow with no prescribed division of authority — both teachers are actively involved, free to interject, and available to assist and respond to students.

Example: Both instructors share the reading of a story so students hear two voices; the Cooperating Teacher may discuss specific events while the Student Teacher shares a related map or picture.

Tip Pairs often begin here, giving the Student Teacher scripted “fact time” so students view them as a “real” teacher. It takes intense planning, but gets easier as pairs learn what each other contributes.

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Teacher Actions During Co-Teaching

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 (body language, facial expressions); specific types of questions asked; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors	Charting: where questions are directed in 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; 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
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
Providing enriching or extended activities on a concept already discussed in class	Re-teaching or reviewing an old concept with students who didn't understand it
Providing enriching or extended activities related to items on a test	Re-teaching or reviewing concepts or questions missed on an exam with students who missed them
Predicting what will happen next in a book or text by brainstorming with a group of students using the overhead	Predicting what will happen next by showing objects already introduced in the story and using them to predict what happens next

APPENDIX G · TEACHER ACTIONS DURING CO-TEACHING (CONTINUED)

If one teacher is leading instruction...	The other can be doing this...
Re-teaching or pre-teaching with a small group	Monitoring the 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
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking for understanding by leading a discussion with the other 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.

TQE Strategies (2005), with adaptations from Murawski & Dieker (2004). Copyright 2013, The Academy for Co-Teaching and Collaboration at St. Cloud State University. Original research funded by a US Department of Education Teacher Quality Enhancement Partnership Grant.

Additional Information about Journal

The College Supervisor decides whether the journal is required.

Description and Reflection

Each entry has two parts — description of meaningful moments or aspects of an observed class, and reflection demonstrating understanding, critical commentary, and recommendations for improvement. Connecting observations to course readings is encouraged.

Focus

As the Student Teacher begins teaching, entries should focus on lessons taught, with particular attention to work with students with special needs and diverse backgrounds, and effectiveness of family/parent engagement. Entries should drive next-day planning.

Discussion with the College Supervisor

Journals should be shared weekly — an emailed synopsis of daily entries works well, whether kept on paper or in a shared document (e.g., Google Doc). The emphasis is reflection, not a log of activities: analysis of what happened, why, and what would change next time. The journal and the exchange with the College Supervisor are confidential.

Chancellor's Regulations

Please familiarize yourself with the following Chancellor's Regulations — you are expected to follow them. Violation, or suspected violation leading to investigation, will result in immediate removal from student teaching; readmittance is possible if claims are found unsubstantiated. Full list available at NYCPS's [Chancellor's Regulations website](#).

- 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 Arrest of Employees



QUESTIONS?

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