



LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

INTERN HANDBOOK

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Visit our Intern Handbook and Forms webpage for links to resources and information.



<https://bit.ly/internhandbookforms>

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Overview: Teaching Intern

A Lehman College graduate student in education who is employed as a Teacher of Record and is teaching PK -12 students in her/his NYSED content area full-time may enroll as an Intern. An experienced teacher or supervisor in the Intern's school will be asked to be the on-site mentor. The Intern will be assigned a College Supervisor who will observe her/his teaching performance and consult with the on-site mentor about strengths, weaknesses, and means of improvement. Interns are required to attend weekly seminars and to demonstrate field experience outcomes.

Lehman Urban Transformative Education (LUTE) Conceptual Framework

Our Vision

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

Lehman Urban Transformative Education (LUTE) Themes

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

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

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

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

Our Programs

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

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

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

Our Partners

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

The long history of continuous improvement in clinical preparation has enabled the School of Education to have access to over 200 schools in the Bronx, as well as several in Manhattan and the surrounding counties of Westchester and Rockland. The School of Education has developed what we refer to as a Professional Development Network (PDN) of local schools that partner with Lehman College in educator preparation. While the sites vary significantly, each was chosen because the teaching/learning that takes place reflects aspects of our conceptual framework, and it has the capacity to offer our candidates valuable field/clinical experiences.

The School of Education aims to pursue a closer partnership with local schools, where both the school and college faculty can work together to examine the assessment data through Lehman School Partnership Council (LSPC) with school and college faculty; and enhance supervision through the POP (i.e., pre-conferencing, observation, and post conferencing) cycle and coaching visits, as well as review of candidates' teaching on video clips.

Evaluation of Students Enrolled in Field Experience

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

College supervisors are required to observe each student up to four times (in-person or remotely) 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 and Intern meet to discuss the Intern's strengths and weaknesses as a teacher and plan for improvement. An Intern'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.

Goals for Early Childhood/Childhood Education Programs and for Middle/High School Education Programs

By the end of the teacher education program, a candidate will be able to demonstrate:

- Knowledge of content matter
- Ability to implement a variety of instructional strategies which make subject matter meaningful to children and create opportunities for critical thinking and problem-solving skills.
- Knowledge of how students develop and how different students learn.
- Ability to plan instruction that accommodates diversity.
- Ability to implement a variety of instructional strategies that encourage each student to develop critical thinking and problem-solving skills.
- Ability to create a learning environment that encourages active, engaged learning, positive interaction and self-motivation for all students.
- Ability to communicate effectively in the classroom by using a variety of literacy and communication skills, verbal and non-verbal techniques, technology, and media.
- Ability to implement formal and informal assessment strategies to evaluate student progress and to ensure the continuous intellectual and social development of the learner.
- Ability to reflect on personal attitudes, philosophy, and skills in learning/teaching.
- Ability to work with parents and families, school colleagues, and the community to support student learning and development.
- Ability to plan instruction that accommodates diversity and creates opportunities for each student's academic development based on knowledge of the students; of the subject matter; of the national, state, and local standards in the content area; and of the curriculum goals.

Goals for Special Education Programs

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

- Interpret information from formal and informal assessment instruments and procedures and be able to report results to parents, administrators and other professionals and use the information to suggest appropriate modification in learning environments consistent with IFSP and IEP.
- Integrate effective social and career/vocational skills with academic curricula including social skills development.
- Demonstrate a variety of effective behavior management techniques appropriate to the needs of culturally and linguistically different individuals with exceptional learning needs.
- Collaborate with regular classroom teachers and other school and community personnel in integrating individuals with exceptional learning needs into various learning environments.
- Apply knowledge of specific disabilities and knowledge of cultural and linguistic diversity and the

significance of socio-cultural and political contexts for development and learning and recognize that children are best understood in the contexts of family, culture, and society.

- Develop and select learning experiences and strategies that affirm and respect family, cultural and societal diversity, including language differences, that prepare the child for the next educational setting.
- Recognize signs of emotional distress, child abuse, and neglect in young children and follow procedures for reporting known or suspected abuse or neglect to appropriate authorities.
- Provide a stimulus-rich indoor and outdoor environment using materials, media and technology.
- Apply various models of consultation and collaboration with parents, teachers, related service providers, and school personnel in diverse settings.
- Reflect upon one's own professional practice and develop, implement, and evaluate an ongoing professional development plan.
- Demonstrate effective skills to work with children with severe disabilities, including physical management and handling, special health care needs, daily life skills curriculum, technology and assistive and adaptive devices.

Role of the College Supervisor

The college supervisor is responsible for the overall supervision of her/his Lehman College Interns. As the official representative of Lehman College, the college supervisor acts as a liaison between the College and the participants in the host school or agency and the Intern. The college supervisor, who serves as a resource for these individuals, looks for observable growth in the Intern's confidence, instructional competence, and understanding of teaching and learning. In working with the Intern, the college supervisor plays a role of a mentor, a coach, and a liaison.

Mentoring and Coaching

The College Supervisor:

- Conducts up to four (4) in-person and/or virtual (remote/video) visits.
- Observes and evaluates a full lesson twice during the semester, once at mid-term and once at final.
- Provides feedback for each visit. Whenever possible, this includes immediate discussions after the observation of the Intern's use of techniques and strategies for conducting instructional activities, teaching, and working with parents and families.
- Reads the Intern's lesson plan and provides comments on their teaching and/or videotaped instruction during pre-conference and post-conference (See Appendices B and C for pre/post-conference guides).
- Evaluates all assignments in Taskstream (with evaluation rubric or Met/Not Met). All assignments must be completed and evaluated in Taskstream prior to assigning a final grade.
- Determines and assigns the Intern's grade.
- Additional outcomes related to specific programs may be expected.

Acting as a Liaison

As a liaison, the college supervisor facilitates the partnership of the College and the host school in nurturing the Intern's professional development; maintains communication between the Intern and PDN Coordinator or Lehman College faculty coordinator or the Office of Clinical Practice and completes or evaluates all required forms and assessments for the School of Education.

- Establishes a protocol with either the principal (especially in the small schools) or assistant principal(s). The college supervisor needs to introduce him- or herself, review his or her role in the host school, and always check in with one or the other when in the school.
- Evaluates all School of Education Taskstream directed response folios (DRF) requirements paced appropriately throughout the semester and no later than the midterm and end of term deadlines.
- College Supervisors should evaluate in Taskstream ongoing/throughout the semester and should not "save," all evaluations for the end of the semester.
- Contacts the Director of Clinical Practice, Leslie Lieman at (718) 960-8699 or via email at leslie.lieman@lehman.cuny.edu immediately if a problem exists concerning internship.

Clinical Practice Evaluation: Taskstream: ST/INT DRF College Supervisor

All Interns will be evaluated by their College Supervisor, and each Intern is expected to evaluate him- or herself. The purpose of this kind of ongoing assessment is to help the Teaching Intern improve performance and promote her or his disposition for self-evaluation.

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

Additional items (not collected in Taskstream): Pre-Conference Guide, Post-Conference Guide and Journal

NOTE: Taskstream assignments/assessments must be completed, posted and evaluated as required throughout the semester for final grade.

See:

Appendix D: Intern Evaluation Checklist and Pacing Chart (p.16)

**Appendix E: School of Education Required Common Assessments
p. 17 – 20:**

- Disposition Assessment: 2x
- Student Teaching Evaluation Form: 2x (STEF with mid-term lesson plan and end-term lesson plan)
- Student Teacher Self-Evaluation: 1x
- Technology Integration Survey 1x

Initial NYSED Teacher Certification Evaluation: Taskstream: L- TPP Seminar Instructor

According to NYSED requirements, all candidates seeking INITIAL teacher certification must complete a Teacher Performance Assessment. *[This includes all candidates who may be teaching full-time or are teaching with a temporary Internship Certificate but are not yet INITIALLY certified.]*

See:

Appendix F: Lehman Teacher Performance Portfolio (L-TPP) (p.21)

Policies and Procedures

Repeating Internship

A student who either does not complete the internship due to a serious health problem or receives a grade lower than B for the 14-week session may apply to repeat the experience. Field experiences may be repeated only if it was not originally completed because of one of the following reasons:

- The cooperating school or college supervisor requested that the student be withdrawn because of poor performance.
- The student was unable to receive the required number of visits due to a serious health problem based on a doctor's recommendation.
- Military service was required.
- A grade below B is earned.

Reapplying for Internship

Formal application to repeat field experiences is initiated by the student in a letter to the Department Chairperson and the Director of Clinical Practice & Partnerships. This letter should address the following:

- Reason for reapplication.
- Additional preparation done during the intervening semesters (if suggested by college supervisor).

Please note: This application must be made within a two-year period of the original internship. An ad hoc committee, which is comprised of the Director of Clinical Practices and Partnerships clinical faculty, and the program coordinator, will review the appeal. The review of the appeal does not necessarily result in an approval to complete a second semester of teaching internship.

Parent/Guardian Consent Forms Required for Video Recording

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

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

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

Direct URL: <https://www.lehman.edu/academics/education/pdn/intern-handbook-forms.php>

Appendix A: Student Teacher Coaching Visit Guide



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School of Education Student Teacher Coaching Visit Guide

This guide is to be completed by the Student Teacher to reflect on the coaching visit. Student Teacher will send the completed form to College Supervisor via email if the lesson is taught remotely.

Background Information

	Please Check one: _____ Coaching Visit 1 OR _____ Coaching Visit 2								
Date		Grade Taught							
F-Name		PK	K	1	2	3	4	5	6
L-Name		7	8	9	10	11	12	Other	
Email		Content Area/Subject [Check all that apply for this particular observation]							
		Math	ELA	Social Studies	Science	Other [Please write below]			

1.	If ONLINE visit, please provide Video Clip Link	
2.	What Co-Teaching strategy or strategies were used during your lesson? (Refer to p.9 of handbook and Appendix F)	
3.	Describe what you feel WENT WELL on 1-2 of the following Student Teacher/Intern Evaluation Form (STEF) AREAS.	
III	Planning for Instruction	
IV	Learning Environment	
V	Application of Content	
VI	Instructional Strategies	
VII	Assessment	
4.	Describe what you feel DID NOT GO WELL on 1-2 of the following Student Teacher/Intern Evaluation Form (STEF) AREAS.	
III	Planning for Instruction	
IV	Learning Environment	
V	Application of Content	
VI	Instructional Strategies	
VII	Assessment	
5.	How would you build on the areas you did well to strengthen your practice?	Focus: Action Steps:
6.	What are your immediate next steps for strengthening the areas that did not go well?	Focus: Action Steps:
7.	What questions do you have for your supervisor?	

Separate document for CSs to share with the STs.

If the lesson is taught remotely, here are some examples of what the lesson should be:

- a. **Example 1:** Video of you interacting with your students online (Video yourself - not students)
- b. **Example 2:** Video of you modeling a skill for your students (can be a video to be posted for students to watch - or a video of you actually modeling the skill for students)
- c. **Example 3:** Video of you reading aloud to students (can be a video to be posted for students to watch - or a video of you actually doing a reading aloud with your students)
- d. **Example 4:** Video of you giving directions to students (can be a video to be posted for students to watch - or a video of you actually giving directions to students)
- e. **Example 5:** Video of you doing a Warm-Up/Do Now/etc. with your students.

NOTE: Essentially, the video should be 5-10 minutes of you working with your students.



Appendix B: Pre-Conference Guide



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School of Education Pre-Conference Guide

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

Step 1: Planning

Preparation-expectations for pre-conferencing have been clearly established and communicated. Student Teacher brings all of the following:	Prepared? ✓
<ul style="list-style-type: none"> Completed lesson plan 	
College Supervisor asks Student Teacher to,	
a. Bring instructional materials,	
b. Refer to Bloom's Taxonomy	
c. Adopt the edTPA Lesson Plan template	
d. Provide rationale for the standards being utilized in the lesson plan (# & verbiage)	
e. Share objective(s) being utilized for lesson and College Supervisor & Student Teacher analyze objective(s), specifically identifying: <ol style="list-style-type: none"> Alignment of the objective's verb to that in the standard Measurable K.U.D. (What will students Know, Understand, and/or be able to Do at the end of this lesson?) 	
f. Share sub-objective(s) being utilized for the lesson specifically identifying all of the following: <ol style="list-style-type: none"> Connections to prior learning/lessons Relevance to students' real-lives and/or the real world New, and/or review, content knowledge and skills (to include related academic language in the discipline) 	
<ul style="list-style-type: none"> Assessment rubric included in the lesson plan (Exemplar at the 'Meets' level) 	
<ul style="list-style-type: none"> Analysis of students' learning (based on students' test results, work samples, artifacts, understanding of challenges and difficulties) 	
<ul style="list-style-type: none"> Personal goals for the growth areas that were identified in the previous Coaching Visit Form 	

Step 2: Assessment

Descriptors:	Prepared? ✓
Pre-Conference Step 2 includes all of the following:	
→ College Supervisor asks Student Teacher:	
<ul style="list-style-type: none"> How are your assessments or rubrics being utilized for lesson? How are the objectives aligned with assessments? How will you formatively assess <u>throughout</u> the lesson? How and why will you differentiate assessment(s)? 	

Step 3: Instructional Delivery

Descriptors: Pre-Conference Step 3 includes addressing ALL of the following: → College Supervisor asks Student Teacher to,	Prepared? ✓
<ul style="list-style-type: none">• Identify and explain a recent growth area and actions you are taking to improve in this lesson.	
<ul style="list-style-type: none">• Rehearse (model) how you will deliver the instructional strategies and procedures while referencing:<ol style="list-style-type: none">1. your lesson plan,2. the lesson's related materials (<i>i.e.: anchor chart, manipulatives, etc.</i>)3. how you plan to display improvement in your growth area within this lesson	



Appendix C: Post-Conference Guide



School of Education Post-Conference Guide

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

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

<p>Step 1: Opening</p>	<p>College Supervisor asks Student Teacher to:</p> <ul style="list-style-type: none"> share their <i>overall</i> impressions' of their lesson, based on their <ol style="list-style-type: none"> experience, the viewing of their video and student assessment outcomes share student assessment, rubric scores, or artifacts, student work samples, and the analysis thereof
<p>Step 2: Student Teacher identifies and justifies self-selected strength & growth area(s) (in reference to the self-reflection on STEF)</p>	<p>College Supervisor asks Student Teacher to identify:</p> <ul style="list-style-type: none"> a) their strength(s) <u>AND</u> b) <u>justify</u> the selection with evidence(s) which are somewhat aligned to STEF rubric a) their growth area(s) <u>AND</u> b) <u>justify</u> the selection with evidence(s) which are somewhat aligned to STEF rubric
<p>Step 3: Instructional Feedback Strength(s)</p>	<ul style="list-style-type: none"> Student Teacher records notes re: Strengths and next steps to <u>sustain</u> their performance level within this indicator College Supervisor reveals <u>their</u> identified rubric indicator/area of strength via: <ol style="list-style-type: none"> Direct revelation or, Questioning leading Student Teacher to the same College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the strength area identified College Supervisor and Student Teacher identify <i>explicit, actionable</i> next steps for <u>sustaining</u> performance within this indicator College Supervisor and Student Teacher identify the manner in which <u>sustaining</u> these practices will positively impact <ol style="list-style-type: none"> student achievement <u>and</u> other STEF indicators
<p>Step 4: Instructional Feedback Growth Area</p>	<ul style="list-style-type: none"> STUDENT TEACHER records notes re: growth area(s) and next steps to improve their performance level within this indicator College Supervisor reveals <u>their</u> identified rubric indicator/area of refinement via <ol style="list-style-type: none"> Direct revelation or, Questioning leading Student Teacher to the same College Supervisor verbally shares documented examples from the lesson to substantiate the selection of the refinement area identified College Supervisor and Student Teacher identify <i>explicit, actionable</i> next steps for <u>improving/refining</u> performance within this indicator College Supervisor and Student Teacher (collaboratively) identify the manner in which <u>improving</u> these practices will positively impact <ol style="list-style-type: none"> student achievement <u>and</u> other STEF indicators
<p>Step 5: Closing</p>	<ul style="list-style-type: none"> College Supervisor asks Student Teacher to reiterate the identified rubric indicator re: this lesson's area of: <ol style="list-style-type: none"> strength <u>and</u> the identified <i>actionable</i> next steps for <u>sustaining</u> performance within this indicator

	<p>b. growth <u>and</u> the identified <i>actionable</i> next- steps for <u>improving</u> performance within this indicator</p> <ul style="list-style-type: none">● College Supervisor and Student Teacher reveal their scoring for all indicators (<i>Where applicable: Student Teacher shares their recorded evidence regarding any scores discrepant by 2 or more points-</i>)● College Supervisor and Student Teacher share ‘Professionalism’ scoring and related next steps.● Student Teacher is offered the opportunity to pose any final questions or requests for support
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Appendix D: Intern Evaluation Checklist & Pacing Chart



CLINICAL PRACTICE & PARTNERSHIPS
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Intern Evaluation Checklist and Pacing Chart

Name	Email Address	Tel./Cell Number
Intern:		
College Supervisor:		

Required assignments to be completed or uploaded to Taskstream by all Student Teachers.

Additional assignments may be required depending on your program. For example, these items may be required, but are not collected in Taskstream: Pre-conference Guide, Post-conference Guide and Journal

Due Date	Assessments for Taskstream	Intern	College Supervisor (CS)
Week 1	Placement Information	Completes form in Taskstream	Evaluates using Met/Not Met
Intern + CS set date:	Coaching Visit 1	Uploads/attaches Student Teacher Coaching Guide	Completes Coaching Visit Evaluation Form in Taskstream
Formal Evaluation 1			
Week 2 – 3	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
Week 6 – 8	Mid-term Lesson Plan	Uploads/attaches in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF)
Intern + CS set date:	Coaching Visit 2	Uploads/attaches Student Teacher Coaching Guide	Completes Coaching Visit Evaluation Form in Taskstream
Formal Evaluation 2			
Week 10 – 12	Disposition Assessment	Completes form in Taskstream	Evaluates using rubric
Week 11 – 14	Final Lesson Plan	Uploads/attaches in Taskstream	Evaluates using Student Teaching Evaluation Form (STEF)
Week 12 – 13	Student Teacher Self-Evaluation	Completes form in Taskstream	Evaluates using Met/Not Met
Week 12 – 13	Technology Integration Survey	Completes form in Taskstream	Evaluates using Met/Not Met
Week 12 – 14	Evaluation of College Supervisor	Completes form in Taskstream	Does not evaluate

Appendix E: School of Education Common Assessments



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SCHOOL OF EDUCATION REQUIRED COMMON ASSESSMENTS

No final grade submitted until candidate completes surveys, uploads/attaches required documents and College Supervisor evaluates in Taskstream.

All surveys and forms (including all questions and rubrics) are available online. Sample surveys and forms offer candidates and evaluators the opportunity to review the questions and rubrics that need to be officially completed in Taskstream.

[Student Teacher Handbook & Forms](#) Direct URL: <https://www.lehman.edu/academics/education/pdn/fieldwork-forms.php>

[Intern Handbook & Forms](#) Direct URL: <https://www.lehman.edu/academics/education/pdn/intern-handbook-forms.php>

Dispositions Self-Assessment (Taskstream Survey/Form)

# Times	Description	Topics evaluated	View Survey Questions
Student Teacher and Intern completes twice, between (and no later than) the following weeks: #1: Week 2 – 3 #2: Week 10 – 12	This form is designed to evaluate a teacher candidate's professional behaviors and dispositions that are characteristic of those who are successful in the teaching profession. Candidate provides personal rating based on her/his best judgment for each item.	Timeliness Attendance Appearance/Dress Self-Efficacy Confidentiality Initiative Sensitivity to Cultural Diversity Sensitivity to Individual Differences Cooperating Fairness Rapport Caring Flexibility Open-Mindedness Honesty Responsiveness to Feedback Reflectivity	Dispositions Self-Assessment Sample Form Direct URL: https://www.lehman.edu/academics/education/pdn/documents/DispositionsSelf-Assessment.pdf

Student Teacher and Intern Self-Evaluation (Taskstream Survey/Form)

# Times	Description	Topics evaluated	View Survey Questions
<p>Candidate completes once at end of semester between (and no later than) Weeks 12 – 13</p> <p>College Supervisor (CS) completes twice.</p> <p>Candidate MUST upload/attach mid-term & final lesson plan to release evaluation for CS.</p>	See below	<p>Learner Development and Differences</p> <p>Content and Pedagogy</p> <p>Planning for Instruction</p> <p>Learning Environment</p> <p>Instructional Strategies</p> <p>Assessment</p> <p>Professional Learning and Ethical Practice</p> <p>Leadership and Collaboration</p> <p>Technology Integration</p> <p>[37 questions total]</p>	<p>Student Teacher – Intern Self-Evaluation Sample Form</p> <p>Direct URL: https://www.lehman.edu/academics/education/pdn/documents/StudentTeacher-InternEvaluationFormv3SAMPLE.pdf</p>

This evaluation is designed to assess the overall performance of student teachers or interns using ten InTASC Standards (topics listed above). Standards #1 and #5 are combined in the instrument. Lehman College supervisors, and student teachers/interns will identify the performance level demonstrated for each competency area during the student teaching/internship experience.

Performance indicators align with components from the Danielson Framework for Teaching, and indicators are labeled with their corresponding Danielson component(s). Scheduled conversations and written comments regarding the student's performance/delivery of lessons, identify individual strengths (e.g., emergent, frequently used, or mastered skills), and provide recommendations for improvement are expected.

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 a "Distinguished Performance", "Proficient Performance" or "Expected Candidate Performance" level indicates a readiness to assume the professional responsibilities of a teaching career.

To be recommended for certification, the student teacher's or intern's minimum level of performance on the Final Evaluation must be in the "Expected Candidate Performance" 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 "Distinguished Performance" or "Proficient Performance". A rating of "Unacceptable Performance" in any one standard on 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 ("Emerging"); frequently used ("Expected Candidate Performance" or "Proficient Performance"); and mastered skills ("Distinguished Performance"), 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 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

Student Teacher – Intern Technology Integration Survey (Taskstream Form)

# Times	Description	Topics evaluated	View Survey Questions
<p>Candidate completes form once at the end of the semester, between (and no later than) the following weeks:</p> <p>Weeks 12 – 13</p>	<p>The Technology Integration survey questions seek to understand the frequency to which you integrated technology to support student learning, and subsequently your own professional learning during your student teaching or internship experience.</p> <p>SCALE: Across my student teaching/internship experience, I integrated this/these technologies as follows: Never – Rarely – Occasionally - Frequently</p>	<p>Planning and Instruction</p> <p>Student Assessment</p> <p>Professional Growth and Development</p> <p>Comments (optional)</p> <p>[10 questions total]</p>	<p>Technology Integration Sample Survey</p> <p>Direct URL: https://www.lehman.edu/academics/education/pdn/documents/22_06-22Student-InternTechnologyIntegrationSurvey.pdf</p>

Evaluation of Supervisor (Taskstream Form)

# Times	Description	Topics evaluated
<p>Candidate completes form once at the end of the semester, between (and no later than) the following weeks:</p> <p>Weeks 12 – 14</p>	<p>Confidential survey about support and mentorship of College Supervisor.</p>	<p>Rate feedback, support, suggestions, experience, knowledge, open comments.</p>

Appendix F: Initial NYSED Teacher Certification Evaluation (by Seminar Instructor)

Lehman Teacher Performance Portfolio (L-TPP in Taskstream)

- According to NYSED requirements, all candidates seeking INITIAL teacher certification must complete a Teacher Performance Assessment. *[This includes all student teachers AND candidates who may be teaching full-time on a temporary Internship Certificate but 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 we have created the L-TPP as our teacher performance assessment. The components of the L-TPP will be shared with you by your Student Teaching Seminar Instructor. You will also receive a Student Guide in your seminar course to help you with completing the assessment activities.
- There are different versions of the L-TPP, based on the area of certification – 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 towards NYSED teacher certification.
- You will upload each component of the L-TPP into your TaskStream account when it is 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.
- An outline of the L-TPP is presented below.
- All questions about the L-TPP should be directed to your Seminar Instructor.

Task #	Description	Topics Evaluated	Notes
Professional Responsibility and Growth	2-4 page essay or 5 minute video or 5 minute narrated PowerPoint	NYS Teaching Std. 6 & 7 CRSE Std. 4	
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 or drawings) - 2-3 pages per lesson, with annotations	NYS Teaching Std. 2, 3, & 4 CRSE Std. 1, 2	
3b. Instructional Practice	20-min video of actual lesson (using SWIVL with time- stamped comments, or self- reflection paper).	NYS Teaching Std. 2, 3, & 4 CRSE Std. 1, 2	
Knowledge of Formal Assessment	Evaluation of 2 data sources. - Assessment of student progress on mini-unit - Summary of data from standardized student periodic assessment	NYS Teaching Std. 5 CRSE Std. 2, 3	