LEHMAN COLLEGE

CLINICAL PRACTICE & PARTNERSHIPS
SCHOOL OF EDUCATION

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

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

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/cpp/student-teachers/

Intern Handbook & Forms   *Direct URL:* https://www.lehman.edu/academics/education/cpp/interns/

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/media/School-of-Education/clinical-practice-partnership/documents/DispositionsSelf-Assessment.pdf

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

# Times	Description	Topics evaluated	View Survey Questions
Candidate completes once at end of semester between (and no later than) **Weeks 12 – 13** College Supervisor (CS) completes twice. Candidate MUST upload/attach mid-term & final lesson plan to release evaluation for CS.	See below	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 [37 questions total]	Student Teacher – Intern Self-Evaluation Sample Form Direct URL: https://www.lehman.edu/media/School-of-Education/clinical-practice-partnership/documents/StudentTeacher-InternEvaluationFormv3SAMPLE_003.pdf

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.

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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

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Student Teacher – Intern Technology Integration Survey (Taskstream Form)

# Times	Description	Topics evaluated	View Survey Questions
Candidate completes form once at the end of the semester, between (and no later than) the following weeks: **Weeks 12 – 13**	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. SCALE: Across my student teaching/internship experience, I integrated this/these technologies as follows: Never – Rarely – Occasionally - Frequently	Planning and Instruction Student Assessment Professional Growth and Development Comments (optional) [10 questions total]	Technology Integration Sample Survey Direct URL: https://www.lehman.edu/media/School-of-Education/clinical-practice-partnership/documents/StudentTeacher-InternTechnologyIntegrationSurvey.pdf

Evaluation of Supervisor (Taskstream Form)

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

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STUDENT TEACHER REQUIREMENTS:

Cooperating Teacher Feedback Form (Student Teachers ONLY)

# Times	Description	Topics evaluated	View Survey Questions
Cooperating Teacher completes form twice. Student Teacher uploads/attaches to Taskstream. At mid-term, between **Weeks 6 – 8** At end-term, between **Weeks 12 – 14**	Confidential survey about school placement and cooperating teacher support and mentorship.	School placement, Cooperating Teacher, mentorship, collaboration, feedback, overall experience.	Cooperating Teacher Feedback Form Direct URL: https://www.lehman.edu/media/School-of-Education/clinical-practice-partnership/documents/CooperatingTeacherFeedbackFormObservationRubricv3_000.pdf

Evaluation of Experience (Student Teachers ONLY)

# Times	Description	Topics evaluated
Candidate completes form once at the end of the semester, between (and no later than) the following weeks: **Weeks 13 – 14**	Confidential survey about school placement and cooperating teacher support and mentorship.	School placement, Cooperating Teacher, mentorship, collaboration, feedback, overall experience.