LEHMAN URBAN TRANSFORMATIVE EDUCATION
SCHOOL OF EDUCATION
LEHMAN COLLEGE, CUNY

COOPERATING TEACHER HANDBOOK

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Visit our Cooperating Teacher webpage for links to resources and information.

https://bit.ly/cppcooperatingteacher

Use our fillable Cooperating Teacher Feedback Form!

https://bit.ly/ctfeedbackform1

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CLINICAL PRACTICE & PARTNERSHIPS
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Welcome Cooperating Teacher

Thank you for agreeing to mentor a Lehman College student teacher at your school and welcoming her/him to your classroom. The success of student teaching largely depends on a nurturing and mentoring relationship between you and your student teacher. The benefit of your professional expertise will better prepare our student teacher to understand teaching and learning, and it will enrich their classroom experience in an urban school.

As a Cooperating Teacher, you are required to offer the candidate independent teaching time, co-teaching opportunities and evaluate the student teacher at the middle and end of the student teaching experience. We include a hard-copy sample of the Cooperating Teacher Feedback form in the Cooperating Teacher Handbook; however, we ask that you complete the mid-term and/or end-term evaluation in a fillable PDF and return it to your student teacher digitally.

A Lehman College faculty supervisor will consult with you and observe the student teacher during each placement. This Cooperating Teacher Handbook provides information regarding Lehman College's School of Education philosophy, policies, and procedures concerning student teaching and supervision of student teachers. It also provides guidelines regarding weekly activities during the student teaching experience.

Finally, as a Cooperating Teacher, you can apply for a tuition waiver for up to 3 credits to be taken at any CUNY Institution, which must be used within a year from the date the waiver is issued. To earn the 3-credit tuition waiver, **a minimum of 10 weeks (full-time) or a total of 360 hours of supervision** of Lehman College student teachers is required. A 1-credit waiver may be issued to a cooperating teacher who works with one student teacher over the course of one 4-week (full-time) placement. How to apply for a tuition waiver at the end of your mentorship is described in Appendix E (page 21).

Thank you for your collaboration with Lehman's teacher education programs. Please feel free to contact me at leslie.lieman@lehman.cuny.edu if you have any questions regarding student teaching.

Sincerely,

Leslie Lieman,
Director, Clinical Practice & Partnerships

Lehman College School of Education, Clinical Practice & Partnerships Cooperating Teacher webpage:
https://www.lehman.edu/academics/education/cpp/cooperating-mentor-teachers/

Responsibilities of the Cooperating Teacher

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

Induction

The Cooperating Teacher plays a critical role in inducting the Student Teacher into the teaching profession Cooperating Teacher inducts a Student Teacher into the teaching profession. As soon as the Cooperating Teacher meets with the Student Teacher, he or she will be responsible for helping the Student Teacher to establish him or herself as a professional in the classroom, the school, and the community. The Cooperating Teacher will make sure the Student Teacher is treated in a professional manner. Therefore, the Cooperating Teacher:

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

Modeling

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

- Models a variety of teaching strategies and classroom management strategies appropriate for culturally and linguistically different students with and without disabilities.
- Helps the Student Teacher to understand the importance of working with parents, families, and service providers.
- Models uses of instructional technology, media, and electronic materials.
- Spends time "thinking with" the Student Teacher to discuss what will happen in the classroom, what has happened in the classroom, why instruction has gone in a particular direction, and what needs to be done next. A protocol, based on the one teach/one observe co-teaching variation, can serve as a way to get the conversation started.

One Teach- One Observe Template: Observing for Learning

Directions: In the left-hand column you are going to note *1-5 examples* of student learning behaviors that occur during a 45-60 minute class session. Watch to find examples of individual students, groups of students, or the whole class exhibiting behaviors that signal that they have met the learning outcomes that the teacher established for the lesson. In the middle column identify the instructional moves (teacher behaviors) that created the conditions for student learning. In the right-hand column, include a timestamp (period of time) when the student learning/instructional moves occurred.

Name_____

Date of Observation_____   Time_____

Grade Level_____

Lesson Content: Check one

Reading___   Writing___ Mathematics___

 Structure: Check all that apply during lesson

Whole Group___ Small Groups___   Individualized ("seatwork") ___

What student(s) are doing	What teacher(s) is doing	TIME STAMP

General Observations (Elements of High-Quality Instruction Observed During the Lesson

Educative Feedback

The Cooperating Teacher plays an important role in assessing the progress that the Student Teacher has made during the entire semester. The purpose of the assessment is to help the Student Teacher to improve performance and to promote her or his disposition for self-evaluation. The assessment should be ongoing and provide timely feedback to the Student Teacher on what worked, what did not, and why. It should involve a decision to be made together based on the Student Teacher's knowledge, skills, dispositions, and areas that need improvement. The assessment may be delivered to the Student Teacher in written or verbal form. Therefore, the Cooperating Teacher:

- Provides feedback on the Student Teacher's performance regularly with the Student Teacher.
- Makes time for and maintains communication with the College Supervisor. When appropriate, the Cooperating Teacher, Student Teacher, and the College Supervisor may meet together. It may also involve the Cooperating Teacher and College Supervisor discussing the Student Teacher between school visits.
- Completes and returns to the College Supervisor a Cooperating Teacher Feedback form after discussing this assessment with the Student Teacher. See Appendix D for more Cooperating Techer Feedback Form.

Video-taping for Remote Supervision/Observation and NYSED Lehman Teacher Performance Portfolio (L-TPP)

The Student Teacher will be observed at least four times during the placement by a Lehman College faculty member. These observations can be in-person, remote (video) or a combination of in-person and remote. A 20-minute teaching video is required to complete a New York State Education Department (NYSED) Teacher Certification performance assessment (Lehman Teacher Performance Portfolio).

For all video requirements, the Student Teacher will provide a media release and consent form created by NYC Department of Education within their first week of the placement. These forms must be signed by your students' parents or guardians and returned to the teacher candidate. If there are students in your classroom who do not return the permission form or whose parents do not give their consent, these students should be seated or placed in a section of the classroom where they will not be in camera range. Student Teachers will be guided by the School of Education to use a secure, online observation platform on their mobile devices to record the video. The mobile device will be placed in the classroom, or it can be handheld by the Cooperating Teacher (if you are willing to perform this function). The video recordings will be uploaded to the Lehman College private online observation platform following recording.

Supervision and observation video and the 20-minute NYSED assessment video will be shared with Lehman College faculty for viewing, feedback and evaluation.

Appendix A: Co-Teaching Strategies & Examples

Student Teachers & Cooperating Teachers will aim to implement Co-Teaching strategies

| Strategy	Definition/Example
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.*** **Examples:** One teacher can observe for: specific types of questions asked by 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.*** **Examples:** While one teacher has the instructional lead, the teacher assisting may ask clarifying questions, provide additional examples or be the "voice" for the students who don't understand or are hesitant to share. As Student Teachers lead their first whole group lesson, the CT can be responsible for overseeing classroom management – allowing the TC to focus on pacing, questioning strategies, assessment, movement, etc. **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 (standing under the clock) that allows for a quick conversation or opportunity to discuss something without the CT interrupting the lesson.
Station Teaching	***The co-teaching pair divides the instructional content into parts – each teacher instructs one of the groups, groups then rotate or spend a designated amount of time at each station – often an independent station will be used along with the teacher led stations.*** **Examples:** If co-teaching pairs were doing a literacy lesson, they could divide into 3 stations: one working on fluency, one on reading comprehension and one on vocabulary. A science lesson may have students at one station viewing a specimen/sample under the microscope (magnifying glass), another station has students diagraming the specimen/sample, and a third station has students watching a short video of the specimen/sample moving in its natural setting. **Tips:** Stations cannot be hierarchical students must be able to start at any station. This is an excellent way to have student working in smaller groups; allow the TC the opportunity to build their confidence while teaching a mini-lesson multiple times; and keep the Cooperating Teacher actively engaged with students. 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. The two teachers are addressing the same instructional material and presenting the material using the same teaching strategy. The greatest benefit to this approach is the reduction of student to teacher ratio.*** **Examples:** After reading a selection from their text, the class is divided into two heterogeneous groups where they discuss a list of questions from the reading. For an elementary math lesson student are divided into two smaller groups where each teacher is able to support the use of manipulatives for solving problems. **Tips:** Place students facing their teacher with backs to the other teacher/group to reduce distractions. When Student Teachers view the CT timing and pacing can be supported as they learn. Pacing, voice and noise levels must all be discussed prior to the lesson.
Supplemental Teaching	***This strategy allows one teacher to work with students at their expected grade level, while the other teacher works with those students who need the information and/or materials retaught, extended or remediated.*** **Examples:** Using the results from a math exam students are divided into two groups, one smaller group that didn't meet the expected score/requirement will work with one teacher who will reteach the concept(s) and provide support materials to help students understand and successfully complete the math problems. The other teacher will work with those students who successfully completed the exam; however, these students will build on the same concepts and complete additional math problems. **Tips:** Groupings are based on need identified from a specific exam or assessment. Both teachers should work with all students throughout the experience, making sure that one teacher (TC or CT) doesn't always work with the students who are struggling and/or need extensions. Group make-up is always changing.
Alternative or Differentiated	***Alternative teaching strategies provide two different approaches to teaching the same information. The learning outcome is the same for all students however the avenue for getting there is different.*** **Examples:** When doing a lesson on predicting students will take clues from what they have read so far to predict what will happen next. One teacher may lead a group of students through a brainstorming activity where they identify the significant events that have occurred so far in the story – putting each event on a white board. Based on those significant events the group together brainstorms what will happen next in the story. The other teacher accomplishes the same outcome but with his/her group, the students predict by connecting the specific items pulled out of the bag with the story (Shiloh – dirty dog collar, $20 bill, moldy cheese, etc.). **Tips:** A great way to incorporate learning styles into lessons; both instructors need to be clear on the outcome(s) of the lesson, as student should achieve the same objective but arriving there using different methods.
Team Teaching	***Well planned, team taught lessons, exhibit an invisible flow of instruction with no prescribed division of authority. Using a team-teaching strategy, both teachers are actively involved in the lesson. From a students' perspective, there is no clearly defined leader – as both teachers share the instruction, are free to interject information, and available to assist students and answer questions.*** **Examples:** Both instructors can share the reading of a story or text so that the students are hearing two voices. The Cooperating Teacher may begin a lesson discussing specific events; the TC may then share a map or picture showing specifics

	of the event.
	Tips: Often pairs will begin the experience by team teaching a lesson, providing "fact time" in front of the classroom for the Student Teacher – this is much more scripted and staged, but does provide an opportunity for the students to view the Student Teacher as a "real" teacher.
	Team teaching takes intense planning, but the longer pairs work together the less time it takes as they know what each other is going to contribute.

The co-teaching strategies are not hierarchical. They can be used in any order and/or combined to best meet the needs of the students in the classroom.

[Co-Teaching Webinar for Host Teachers](#)
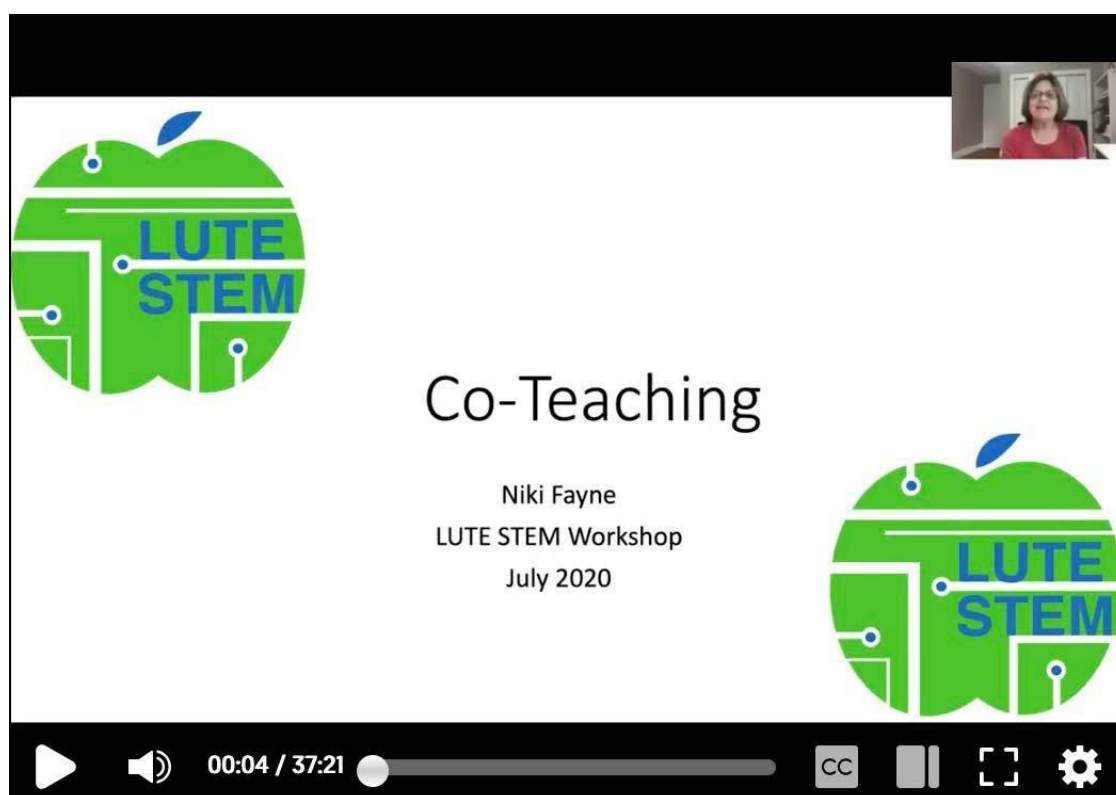
[This webinar was designed by LUTE STEM Teacher Residency staff (with financial support from the US Department of Education) to illustrate four co-teaching variations.](#)

Appendix B: Cooperating Teacher: Sample Welcome Activities Checklist

- ❏ **Introductory Activities**
    - ❏ School culture
    - ❏ Composing letter of introduction to parents
    - ❏ Meeting key school personnel
    - ❏ Assignment of desk/storage space in classroom
    - ❏ Use of collaborative log

- ❏ **Daily Activities**
    - ❏ Daily schedule
    - ❏ Attendance procedures
    - ❏ Lunchroom regulations
    - ❏ Group movement within the building
    - ❏ Dismissal procedures (bus, walkers, parent pick-up, etc.)
    - ❏ Release of students to the authorized person(s)
    - ❏ Playground rules (teacher's responsibilities)

- ❏ **Yearly Activities**
    - ❏ Fire drills
    - ❏ Reporting accidents, first aid service, health services
    - ❏ Enrolling new pupils, readmission of pupils who have been ill
    - ❏ Testing programs
    - ❏ Teacher meetings (pre-service teacher's part in them)
    - ❏ Parent-teacher meetings
    - ❏ Procedures for snow days/late openings/early dismissals
    - ❏ Procedures for dealing with students who become ill in the classroom/at school
    - ❏ Collection of money (field trips, book orders, school pictures, etc.)
    - ❏ Home visitations, pupil gifts
    - ❏ Reports to parents
    - ❏ Rules regarding field trips

- ❏ **Organizational Activities**
    - ❏ District and building handbooks for students and teachers
    - ❏ Organizational chart for school
    - ❏ School calendar and school hours
    - ❏ Use of duplicating equipment; requisition of supplies and equipment
    - ❏ Supervisory policies: principal, central office personnel
    - ❏ Media center policies
    - ❏ Parking

Appendix C: Teacher Actions During Co-Teaching

TQE Strategies (2005) along with Adaptations from Murawski & Dieker (2004)

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 (through body language, facial expressions, etc.); specific types of questions asked by instructing teacher; specific student interactions and behaviors; teacher movement; specific teacher behaviors; specific student or group behaviors;
	Charting: where questions are directed within 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; checking for comprehension; 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

SAMPLE:

If one teacher is…	The other can be doing this…
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;
Provide enriching or extended activities on a concept already discussed in class	Re-teach or review and old concept with students who didn't understand it
Provide enriching or extended activities related to items on a test	Re-teach or review those concepts or questions that were missed on an exam with those students who missed those questions on the exam
Predicting what will happen next (in book or text) by brainstorming with a group of students using the overhead	Predicting what will happen next (in a book or text) by showing objects that have already been introduced in the story and using them to predict what happens next
Re-teaching or pre-teaching with a small group	Monitoring 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 of the debate
Checking for understanding (reviewing a chapter, etc.) by leading a discussion with half of the class	Checking of understanding (reviewing a chapter, etc.) by leading a discussion with 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.

Appendix D: Cooperating Teacher Feedback Form

Lehman College: School of Education
Cooperating Teacher Feedback Form

COOPERATING TEACHER: CHECK ONE
__ Evaluation #1 (1st Placement or at midterm)
__ Evaluation #2 (2nd Placement or end of student teaching)

https://bit.ly/ctfeedbackform1

Student Teacher/Intern: _____ **Cooperating Teacher:** _____
School: _____ **Grade:** _____   **Observation Date:** _____
Principal: _____ **Lehman College Supervisor:** _____

		Domain 1: Planning & Preparation		
1	1a: Demonstrating knowledge of Content & Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.
		1 Ineffective / **2** Ineffective +	**3** Developing / **4** Developing +	**5** Effective
2	1b: Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

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		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
3	1c: Setting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students		Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but the teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.		Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
4	1e: Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.		Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.		Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
Domain 2: Classroom Environment						
5	2a: Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with		Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful		Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of

		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
		disrespectful behavior.		behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.		the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
6	2b: Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.		The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.		The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
7	2c: Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.		Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.		There is little loss of instructional time due to effective classroom routines and procedures Q14. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful Q15. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
8	2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of		Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven		Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct.

		student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.		results, to monitor student behavior and respond to student misbehavior.		Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective

		Domain 3: Instruction				
9	3a: Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.		The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.		The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
10	3b: Questioning and Discussion	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to		The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and		While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges

		explain their reasoning. Only a few students participate in the discussion.	to explain their thinking, with uneven results.		students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
11	3c: Engaging Students in Learning	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.		The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime."		The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
12	3d: Using Assessment In Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self or peer assessment.		Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work.		Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment.

		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
				Domain 4: Professional Responsibilities		
13	4a: Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.		The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.		The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
14	4e: Growing and Developing Professionally	Teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.		Teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.		Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. Teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
				LEADERSHIP AND COLLABORATION *(Lehman STEF Items):*		
15	Professional Behavior, Social Justice and Equity.	Teacher Candidate's professional behavior is entirely inappropriate; comes late often; does not notify school and supervisors of absences; reluctantly accepts constructive criticism and recommendations; no attempt		Teacher Candidate shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and attempts to implement suggestions.		Teacher Candidate **always** shows professional behavior, is punctual; notifies school and supervisors of absences; accepts constructive criticism and recommendations; and implements

		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
		to implement suggestions.				suggestions.
16	Honesty, Integrity, and Confidentiality	Displays dishonesty in interactions with colleagues, students, and the public, fails to maintain confidentiality at times.		Displays good standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public		Teacher Candidate can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
17	Hygiene/attire, and attitude.	Teacher Candidate's hygiene/attire is highly inappropriate; teacher candidate has a negative attitude, reluctant at times		Teacher Candidate's hygiene/attire is most of the time appropriate; teacher displays some positive attitude taking leadership role with colleagues.		Teacher Candidate's hygiene/attire is always appropriate and professional; teacher always displays positive attitude taking leadership role with colleagues.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
18	Participation in school and district events and projects	Teacher Candidate's participation in school events and school and district projects is limited or non-existent; Teacher Candidate avoids becoming involved in school events or school and district projects.		Teacher Candidate's efforts to participate in school events and school and district projects is genuine; Teacher candidate makes some contribution		Teacher Candidate volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
TECHNOLOGY INTEGRATION (Lehman STEF Items):						
19	Teacher candidate uses presentation tools or video to teach content and has a positive impact on student participation and learning (i.e., PowerPoint; Google	Technology was not used or was not appropriate, nor suitable to students' learning, and does not support the instructional	Technology used is not clearly aligned with learning objectives. There is little or no evidence that it can engage students in meaningful learning.	Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Some evidence of how it engages engage students in meaningful	Technology used is appropriate, suitable to students' learning, and is aligned with learning objectives. Appropriate evidence of how it engages engage students in	Technology used is appropriate, highly suitable to students' learning, and is aligned with learning objectives. Strong evidence of how it engages engage students in meaningfullearning is provided.

	slides, SlideShare, tutorials, flipped classroom; etc.)	outcomes or engage students in meaningful learning.		learning is provided.	meaningful learning is provided.	
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective
20	Teacher candidate uses educational technology tools for formative, summative or self-assessment of PK – 12 student learning (i.e. online quiz tools, polling tools, Kahoot, Quizziz, computer-based testing, etc.) and/or data collection and analysis tools (Excel, Google Sheets, online surveys, Google Forms, Microsoft forms, charts, graphs, etc.)	Teacher does not monitor student learning; feedback is absent or of poor quality; students do not engage in self- or peer assessment	Teacher monitors the progress of the class as a whole through a single method but eliciting evidence of student understanding; feedback to students is vague and not oriented toward future improvement of work.	Teacher monitors the progress of groups of students, making limited use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; little or students engage in self-assessment.	Teacher monitors the progress of groups of students, making use of diagnostic prompts to check evidence of learning; feedback includes specific and timely guidance, at least for groups of students; some students engage in self-assessment.	Teacher actively and systematically assesses individual students' understanding, monitors their progress each; High-quality accurate and specific feedback comes from many sources, including students.
		1 Ineffective	2 Ineffective +	3 Developing	4 Developing +	5 Effective

COMMENTS *(Please share some written comments and/or examples):*

Appendix E: Cooperating Teacher Tuition Waiver Policy & Application

Visit Cooperating Teacher webpage (see QR code or link on cover page) to access online application and forms.

A perk of working with a student teacher includes a 3-credit CUNY waiver for every 10+ weeks of supervision. A minimum of 10 weeks (full-time) or a total of 360 hours of supervising/mentoring a Lehman College student teacher or student in practicum is required for a cooperating teacher to earn a 3-credit tuition waiver. A 1-credit waiver may be issued to a cooperating teacher who works with one student teacher for a 4-week (full-time) placement. The tuition waiver must be used within one year from the date the waiver is issued. To be eligible Cooperating Teachers must have submitted the required Cooperating Teacher Feedback Forms to student teacher, which will be reviewed before a Tuition Waiver is issued.

- STEP 1: Complete the online Cooperating Teacher Tuition Waiver Application Form
- STEP 2: Complete the fillable PDF Bursar Waiver Application
- STEP 3: Resume (only for first time applicants)
- STEP 4: Email Bursar Waiver App (#2) and Resume (#3 if needed) in one email to clinical.practice@lehman.cuny.edu

    o Email subject line: Your name + Tuition Waiver Request + School

- Upon completion of Steps 1 - 4 above, the Tuition Waiver will be emailed back after the end of the semester. Cooperating Teachers can register for courses and then will need to contact the Bursar's Office about how/where to submit and sign. Each CUNY campus may handle the waivers differently.

About CUNY Tuition Waivers:

1. Credits must be used within 1 year (semesters written on waiver).
2. Each waiver is for a maximum of 3 credits, and only two waivers (6 credits) can be used per semester.
3. Credits can only be awarded after student teacher has submitted your Cooperating Teacher Feedback forms to her/his assignment account.
4. A CUNY total/maximum of 18 course credit/tuition waivers is allowed per person.
5. After Tuition Wavier document is sent by email, all follow-up happens directly with the CUNY college's Bursar's Office.
6. Tuition waivers cannot be replaced.
7. Full details about the CUNY tuition waiver for Cooperating Teachers is described in CUNY's University Tuition and Fee Manual, under Special Programs.

Interested in using your Tuition Waiver credits at Lehman College?

Explore the Lehman College department directory!

Some Cooperating Teachers pursue additional degrees in

- Educational Leadership (School Building Leaders) and Organizational Leadership
- Counselor Education
- Social Work

Others pursue School of Education advanced certificates or extensions, including but not limited to:

- TESOL / ENL
- Advanced Certificates in Special Education
- Bilingual Extensions