

Student Teacher Requirements ~ Taskstream ST/INT DRF

The Lehman College: [School of Education common assignments/assessments](#) are required by every program, completed by every candidate, and supervised and evaluated by program [College Supervisors](#).

SOE Programs and College Supervisors are responsible for the successful completion of these requirements. *No final grade should be submitted until candidate completes surveys, uploads/attaches required documents and College Supervisor evaluates in Taskstream.*

The Office of Clinical Practice & Partnerships manages the submission system, creates user guides and support resources, and participates in/supports quality assurance across the School of Education.

1. Placement Information (Complete Week 1 or 2 of placement)

ALL students complete form in Taskstream

College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

[EXPAND ALL](#) [COLLAPSE ALL](#) Add: [Form](#)

General Information

- Student Teaching Requirements
 - Placement Information 1**
 - Coaching Visit 1
 - Dispositions Assessment 1
 - Cooperating Teacher Feedback Form 1
 - Midterm Lesson Plan
 - Coaching Visit 2
 - Attendance Sheet 1
- Requirements (Cont'd/ Placement 2)
 - Placement 2 Information

Placement Information 1

[Help on this Page](#)

DIRECTIONS

Please complete all fields with information for your first student teaching/teaching internship placement. [Print](#)

EVALUATION METHOD

FORM : PLACEMENT INFORMATION FOR STUDENT TEACHERS AND INTERNS [Edit](#)

Please [complete this form](#) as part of this requirement .

Please [complete this form](#) as part of this requirement . [View form](#)

2. Dispositions Assessment 1

ALL students complete Dispositions Self-Assessment form in Taskstream

College/Clinical Faculty Supervisor evaluates with LUTE Rubric - Meets/Does Not Meet Requirements

[+ EXPAND ALL](#)
[- COLLAPSE ALL](#)

 Add: [Form](#) [Attachments](#)

General Information

Student Teaching Requirements

- [Placement Information 1](#)
- [Coaching Visit 1](#)
- [Dispositions Assessment 1](#)
- [Cooperating Teacher Feedback Form 1](#)
- [Midterm Lesson Plan](#)
- [Coaching Visit 2](#)
- [Attendance Sheet 1](#)

Requirements (Cont'd/ Placement 2)

- [Placement 2 Information](#)

Dispositions Assessment 1

[Help on this Page](#)

DIRECTIONS

This form is designed to evaluate a teacher candidate's professional behavior and dispositions that are characteristic of those who are successful in the teaching profession. Please provide your best judgment for each item by recording your rating of yourself.

EVALUATION METHOD

FORM : DISPOSITIONS SELF-ASSESSMENT [Edit](#)

Please **complete this form** as part of this requirement .

Dispositions Self-Assessment

This form is designed to evaluate a teacher candidate's professional behaviors and dispositions the

For each question:
 1=Does Not Meet Expectations
 2=Meets Expectations
 3=Exceeds Expectations

Timeliness

- 1. Arrives late and/or leaves early more than 2 times
- 2. Usually arrives on time and remains as expected
- 3. Consistently arrives prior to designated time and remains as needed until task

Attendance

- 1. Never attends as scheduled; may or may not notify teacher; and/or not depend
- 2. Attends regularly as scheduled; makes up time missed; is dependable
- 3. Consistently attends regularly as scheduled; dependable; volunteers to attend

Appearance and Dress

- 1. Never dresses appropriately for the school environment/classroom and/or is p
- 2. Usually dresses appropriately for the school environment and is generally wel
- 3. Consistently dresses in a professional manner; is well groomed

Self-Efficacy

- 1. Shows little self-confidence; or displays a negative attitude toward a challeng
- 2. Usually self-confident; displays positive attitude toward a challenging task
- 3. Consistently self-confident; always displays appropriate behavior and positive

Confidentiality

- 1. Talks inappropriately to others concerning students and school; or lacks respo
- 2. Usually talks appropriately with other professionals concerning students
- 3. Consistently keeps school matters confidential and refrains from discussi

TaskStream

www.taskstream.com/RubricWizard/RubricPrintViewWithSession/PrintView?legacySessionId=j1caMTL7MD2B8Lbdnae&e...

Note You may wish to change your printer settings to "landscape" mode if you have a rubric with many levels. [Send to Printer Now](#)

LUTE Dispositions Assessment Rubric

[Export to Word](#)

	value: 1.00	value: 2.00	value: 3.00	Score/Level
Timeliness (I)	Arrives late and/or leaves early more than 2 times	Usually arrives on time and remains as expected	Consistently arrives prior to designated time and remains as needed until task is complete	
Attendance (I)	Never attends as scheduled; may or may not notify teacher; and/or not dependable	Attends regularly as scheduled; makes up time missed; is dependable	Consistently attends regularly as scheduled; dependable; volunteers to attend beyond required time	
Appearance and Dress (I, IV)	Never dresses appropriately for the school environment/classroom and/or is poorly groomed	Usually dresses appropriately for the school environment and is generally well groomed	Consistently dresses in a professional manner; is well groomed	
Self-efficacy (I, II)	Shows little self-confidence; or displays a negative attitude toward a challenging task	Usually self-confident; displays positive attitude toward a challenging task;	Consistently self-confident; always displays appropriate behavior and positive attitude with flexible strategies	
Confidentiality (I)	Talks inappropriately to others concerning students and school; or lacks respect for confidential matters	Usually talks appropriately with other professionals concerning students;	Consistently keeps school matters confidential and refrains from discussing with anyone outside of school	
Initiative (I, IV)	Exhibits little energy or enthusiasm; and/or seldom volunteers for tasks	Usually demonstrates enthusiasm for students, curriculum, and teaching; volunteers for tasks	Consistently eager to participate	
Sensitivity to Cultural Diversity (IV)	Unaware of or unwilling to accept student differences	Usually displays sensitivity and acceptance of diverse backgrounds	Consistently displays a sensitivity and appreciation for diversity	
Sensitivity to Individual Differences (IV)	Holds lower expectations for minority students, or/and English Language learners, or/and students with special	Usually sets high performance standards for all students	Consistently sets high performance standards for all students	

3. Coaching Visit 1

ALL students SCAN, UPLOAD, ATTACH Student Teacher Coaching Visit Guide

Title document, "First Name Last Name Coaching Visit Guide"

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Coaching Visit form

The screenshot displays the Taskstream interface for a form titled "School of Education - Coaching Visit Form". The interface is divided into three main sections:

- Left Sidebar:** A navigation menu with "EXPAND ALL" and "COLLAPSE ALL" options. It lists various form categories: "General Information", "Student Teaching Requirements" (with "Coaching Visit 1" selected), "Dispositions Assessment 1", "Cooperating Teacher Feedback Form 1", "Midterm Lesson Plan", "Coaching Visit 2", "Attendance Sheet 1", "Requirements (Cont'd/ Placement 2)", "Placement 2 Information", "Dispositions Assessment 2", and "Cooperating Teacher".
- Center Panel:** The form preview area, titled "Coaching Visit 1". It includes a "DIRECTIONS" section with the text "Upload your completed the Student Teacher" and a "FILE ATTACHMENTS:" section with a file named "AppendixA-StudentTeache". Below this is an "EVALUATION METHOD" section.
- Right Panel:** A yellow header for the form, "Form : 'School of Education - Coaching Visit Form'", with a "watermark" logo. It lists the creator as "Lehman COE Manager", the creation date as "08/23/2021 9:46 am (EDT)", and the last edit as "08/23/2021 2:07 pm (EDT)". Below the header, it indicates "Response is required" and lists two required fields: "Date" and "Grade Level". The "Grade Level" field is a dropdown menu with options from PK to 11, all of which are currently unselected.

4. Midterm Lesson Plan

ALL students SCAN, UPLOAD, ATTACH Written Lesson Plan (for formal observation evaluation

Title document, "First Name Last Name Midterm Lesson Plan"

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Observation Form¹ – Calculated Score (Points)

+ EXPAND ALL **-** COLLAPSE ALL

Add: Text & Image Attachments

General Information

- Student Teaching Requirements
 - Placement Information 1
 - Coaching Visit 1
 - Dispositions Assessment 1
 - Cooperating Teacher Feedback Form 1
 - Midterm Lesson Plan**
 - Coaching Visit 2
 - Attendance Sheet 1
- Requirements (Cont'd/ Placement 2)
 - Placement 2 Information
 - Dispositions Assessment 2

Midterm Lesson Plan

[Help on this Page](#)

▼ DIRECTIONS

Please upload a PDF or Word Document of the final draft of the lesson plan you created for your **Print** midterm evaluation. This is the lesson plan for which your college supervisor will be giving you a midterm grade.

This file should be labeled as follows:
[Your First Name]_[Your Last Name]_Midterm_Lesson_Plan
Example: Jane_Johnson_Midterm_Lesson_Plan

▶ EVALUATION METHOD

Midterm Lesson Plan continued: College/Clinical Faculty Supervisor evaluates lesson plan and lesson observation in Taskstream using Observation Form¹ - Calculated Score (Points)

Form : "Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2018"
Created by : Lehman COE Manager
Created on : 01/02/2019 1:25 pm (EST)
Last edited : 01/04/2019 1:59 pm (EST)

Response is required

Observation Form

For each area, please indicate the student teacher or intern's level of performance. You may choose either a numerical score or "Not Observed."
Then, choose the appropriate score from the drop down menu to indicate the level you believe the student teacher demonstrated overall in each area.

5=A (Distinguished Performance)
4=A- (Proficient Performance)
4=B+ (Proficient Performance)
3=B (Expected Candidate Performance)
2=B- (Emerging Performance)
2=C+ (Emerging Performance)
2=C (Emerging Performance)
1=C- (Unacceptable Performance)
1=D (Unacceptable Performance)
1=F (Unacceptable Performance)

I. Learner Development and Differences

1. Teacher candidate shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences (cognitive, linguistic, social, personal and emotional) in the context of teaching.

InTASC: [#1]; DF: [1b]

- 5-Distinguished: In addition to accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.
- 4-Proficient: Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.
- 3-Expected: Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.
- 2-Emerging: Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.
- 1-Unacceptable: Displays or applies little or no understandings of each learner's developmental differences in the context of teaching. Major support is needed to facilitate growth in this area.
- Not Observed: There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

2. Teacher Candidate displays and applies understandings of individual learners' unique culture, interests, and experiences in the context of teaching.

InTASC: [#2]; DE: [1b]

5. Attendance Sheet 1 (Mid-term, approx., 7 weeks):

Student Teachers SCAN and ATTACH Attendance Sheet through mid-term (approx. 1st 7 weeks) signed by Cooperating Teacher/Mentor Teacher.

NOTE: Attach any additional attendance sheets (i.e., Dual/120 hours or Bilingual/50 hours or other banked hours) *College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements*

EXPAND ALL COLLAPSE ALL Add: Attachments

General Information

- Student Teaching Requirements**
 - Placement Information 1
 - Coaching Visit 1
 - Dispositions Assessment 1
 - Cooperating Teacher Feedback Form 1
 - Midterm Lesson Plan
 - Coaching Visit 2
 - Attendance Sheet 1**
- Requirements (Cont'd/ Placement 2)**
 - Placement 2 Information
 - Dispositions Assessment 2

Attendance Sheet 1 [Help on this Page](#)

DIRECTIONS [Print](#)

Please upload a PDF of the attendance sheet from your first 10 weeks of student teaching. This file should be labeled as follows:
[Your First Name]_[Your Last Name]_Attendance_Sheet1
Example: Jane_Johnson_Attendance_Sheet1
If you do not have access to a scanner at home or at your host school, scanners are available for you to use in the IT Center in Carman Hall.

EVALUATION METHOD

6. Cooperating Teacher Feedback Form (Mid-term, approx. 7 weeks)

Student Teachers SCAN and ATTACH, or UPLOAD completed Cooperating Teacher Feedback Form in Taskstream.

NOTE: College/Clinical Faculty Supervisor INPUTS cooperating/mentor teacher ratings into Taskstream Cooperating Teacher Feedback Form

The screenshot shows the Taskstream interface for a 'Cooperating Teacher Evaluation 1'. On the left is a navigation menu with items like 'Camcorder Reservation Form', 'edTPA Resources', 'Professional Conduct', 'Student Teaching Requirements', and 'Requirements (Second Placement)'. The main content area has a status of 'Work Not Started' and an 'Add: Attachments' button. Below this is the title 'Cooperating Teacher Evaluation 1' with a 'Help on this Page' link. The 'DIRECTIONS' section asks for a PDF upload and provides a naming convention: '[Your First Name]_[Your Last Name]_Cooperating_Teacher_Evaluation1', with an example 'Jane_Johnson_Cooperating_Teacher_Evaluation1'. It also mentions that scanners are available in the IT Center in Carman Hall. A 'FILE ATTACHMENTS:' section shows a file named 'New Student Teaching Evaluation 2018 InTASC DF Lvl1 Final.pdf' has been uploaded. The 'EVALUATION METHOD' section states that a form is used and provides details: 'Name of form : Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2018 [View form]' and 'Final scoring method : Evaluator enters score between 0 and 5 points'.

Cooperating Teacher Evaluation 1:

College/Clinical Faculty Supervisor INPUTS cooperating/mentor teacher ratings into Taskstream Cooperating Teacher Feedback Form [Fillable PDF should enable College Supervisor to copy/paste comments easily.]

Form : "Cooperating Teacher Feedback Form"

Created by : Lehman COE Manager
Created on : 02/24/2022 7:45 am (EDT)
Last edited : 06/28/2022 11:34 am (EDT)

Created with  watermark

Response is required

Select Evaluation

- Evaluation #1 (1st Placement or at midterm)
- Evaluation #2 (2nd Placement or end of student teaching)

Student Teacher/Intern Name

No answer specified

Cooperating Teacher Name

No answer specified

Grade

No answer specified

School

No answer specified

Principal

No answer specified

College Supervisor Name (optional)

No answer specified

Domain 1: Planning & Preparation

1a: Demonstrating knowledge of Content & Pedagogy

- 1 Ineffective: 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.
- 2 Ineffective +: Same descriptor as 1 Ineffective
- 3 Developing: 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.
- 4 Developing +: Same descriptor as 3 Developing.

7. Coaching Visit 2

ALL students SCAN, UPLOAD, ATTACH Student Teacher Coaching Visit Guide
(Title document, "First Name Last Name Coaching Visit Guide")

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Coaching Visit form

+ EXPAND ALL **-** COLLAPSE ALL

General Information

- Student Teaching Requirements**
 - Placement Information 1
 - Coaching Visit 1
 - Dispositions Assessment 1
 - Cooperating Teacher Feedback Form 1
 - Midterm Lesson Plan
 - Coaching Visit 2**
 - Attendance Coaching Visit 2
- Requirements (Cont'd/ Placement 2)**
 - Placement 2 Information

Add:

- Text & Image
- Slideshow
- Standards
- Attachments
- Videos
- Links

Coaching Visit 2

[Help on this Page](#)

▼ DIRECTIONS

Upload your completed the Student Teacher Coaching Visit Guide [Print](#)

FILE ATTACHMENTS:

- AppendixA-StudentTeacherCoachingVisitGuide.docx

► EVALUATION METHOD

8. Placement Information 2 (Repeat same info OR Second Placement)

Student Teachers complete Taskstream form

College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1
- Requirements (Cont'd/
Placement 2)**
 - Placement 2 Information**
 - Dispositions Assessment 2
 - Cooperating Teacher Feedback Form 2
 - Final Lesson Plan
 - Self Evaluation
 - Attendance Sheet 2
- End of Semester Surveys**
 - Evaluation of Experience
 - Evaluation of Supervisor
 - Technology Survey

Add: **Form**

Placement 2 Information (if applicable)

[Help on this Page](#)

DIRECTIONS

Please complete all fields with information for your second student teaching placement. For student teacher who are in the same school as Placement 1, please still complete all fields. [Print](#)

EVALUATION METHOD

FORM : PLACEMENT INFORMATION FOR STUDENT TEACHERS AND INTERNS [Edit](#)

Please **complete this form** as part of this requirement .

9. Dispositions Assessment 2

Student Teachers self-assessment form

College Supervisor evaluates with LUTE Rubric - Meets/Does Not Meet Requirements

- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1
- Requirements (Cont'd/
Placement 2)**
 - Placement 2 Information
 - Dispositions Assessment 2**
 - Cooperating Teacher Feedback Form 2
 - Final Lesson Plan
 - Self Evaluation
 - Attendance Sheet 2
- End of Semester Surveys**
 - Evaluation of Experience
 - Evaluation of Supervisor
 - Technology Survey

Add: **Form** **Attachments**

Dispositions Assessment 2

[Help on this Page](#)

DIRECTIONS

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. Please provide your best judgment for each item by recording your rating of yourself. [Print](#)

EVALUATION METHOD

FORM : DISPOSITIONS SELF-ASSESSMENT [Edit](#)

Please **complete this form** as part of this requirement .

10. Final Lesson Plan

ALL students SCAN, UPLOAD, ATTACH Written Lesson Plan (for final formal observation evaluation)

Title document, "First Name Last Name Final Lesson Plan"

College/Clinical Faculty Supervisor evaluates lesson plan and formal lesson observation in Taskstream using Observation Form³ - Calculated Score (Points)

Midterm Lesson Plan

Coaching Visit 2

Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

Placement 2 Information

Dispositions Assessment 2

Cooperating Teacher
Feedback Form 2

Final Lesson Plan

Self Evaluation

Attendance Sheet 2

End of Semester Surveys

Evaluation of Experience

Evaluation of Supervisor

Technology Survey

Add:

Text & Image

Slideshow

Attachments

Videos

Final Lesson Plan

[Help on this Page](#)

DIRECTIONS

Please upload a PDF or Word Document of the final draft of the lesson plan you created for your final evaluation. This is the lesson plan for which your college supervisor will be giving you a final grade.

This file should be labeled as follows:

[Your First Name]_[Your Last Name]_Midterm_Lesson_Plan

Example: Jane_Johnson_Midterm_Lesson_Plan

EVALUATION METHOD



FOLIOS & WEB PAGES

LESSONS, UNIT

Student Teacher/Intern Fall 2022 DR

Template: Student Teacher/Intern Fall 2022

VIEW AS FOLIO

Midterm Lesson Plan

Coaching Visit 2

Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

Placement 2 Information

Dispositions Assessment 2

Cooperating Teacher
Feedback Form 2

Final Lesson Plan

Self Evaluation

Attendance Sheet 2

End of Semester Surveys

Evaluation of Experience

Evaluation of Supervisor

Technology Survey

Add: Text

Final Lesson Plan

DIRECTIONS

Please upload

lesson plan fo

This file shoul

[Your First Na

Example: Jane

EVALUATION

A form is used

Name of form

Final scoring t

Taskstream by Watermark - Preview of Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2022
form.taskstream.com/Forms/preview.asp?qyz=j1caMTL7MD2B8Lbdnae&head=1&frm_id=k3cxczbzpcwthq

Form : "Observation Evaluation Form for ST/Intern Danielson InTASC CAEP 2022"
Created by : Lehman COE Manager
Created on : 06/27/2022 4:52 pm (EDT)
Last edited : 07/11/2022 11:53 am (EDT)

Response is required

Observation Form

For each area, please indicate the student teacher or intern's level of performance. You may choose either a numerical score or "Not Observed." Then, choose the appropriate score from the drop down menu to indicate the level you believe the student teacher demonstrated overall in each area.

5=A (Distinguished Performance)
4=A- (Proficient Performance)
4=B+ (Proficient Performance)
3=B (Expected Candidate Performance)
2=B- (Emerging Performance)
2=C+ (Emerging Performance)
2=C (Emerging Performance)
1=C (Unacceptable Performance)
1=D (Unacceptable Performance)
1=F (Unacceptable Performance)

I. Learner Development and Differences

1. Teacher candidate shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences and potential bias (cognitive, linguistic, social, personal and emotional) in the context of teaching

InTASC: [#1]; DF: [1b]

- 5-Distinguished: In addition to accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.
- 4-Proficient: Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.
- 3-Expected: Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.
- 2-Emerging: Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.
- 1-Unacceptable: Displays or applies little or no understandings of each learner's developmental differences in the context of teaching. Major support is needed to facilitate growth in this area.

11. Cooperating Teacher Feedback Form (End of experience/semester)

Students Teachers SCAN and ATTACH, or UPLOAD completed Cooperating Teacher Feedback Form in Taskstream.

NOTE: College/Clinical Faculty Supervisor INPUTS cooperating/mentor teacher ratings into Taskstream Cooperating Teacher Feedback Form

Midterm Lesson Plan

Coaching Visit 2

Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

Placement 2 Information

Dispositions Assessment 2

**Cooperating Teacher
Feedback Form 2**

Final Lesson Plan

Self Evaluation

Attendance Sheet 2

End of Semester Surveys

Evaluation of Experience

Evaluation of Supervisor

Technology Survey

Add: [Attachments](#)

Cooperating Teacher Feedback Form 2

[Help on this F](#)

▼ DIRECTIONS

Please upload completed the Cooperating Teacher Feedback Form provided by your Cooperating Teacher.

FILE ATTACHMENTS:

[Cooperating_Teacher_Feedback_Form_Observation_Rubric_v3.pdf](#)

▶ EVALUATION METHOD

12. Attendance Sheet 2 (End of experience/semester)

Student Teachers SCAN and ATTACH Attendance Sheet for end of semester SIGNED by Cooperating Teacher
College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

Midterm Lesson Plan

Coaching Visit 2

Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

Placement 2 Information

Dispositions Assessment 2

Cooperating Teacher
Feedback Form 2

Final Lesson Plan

Self Evaluation

Attendance Sheet 2

End of Semester Surveys

Evaluation of Experience

Evaluation of Supervisor

Technology Survey

Add: Attachments

Attendance Sheet 2

Help on this F

DIRECTIONS

Please upload a PDF of the attendance sheet from your last 4 weeks of student teaching.

This file should be labeled as follows:

[Your First Name]_[Your Last Name]_Attendance_Sheet2

Example: Jane_Johnson_Attendance_Sheet2

If you do not have access to a scanner at home or at your host school, scanners are available for you to use in the IT Center in Carman Hall.

EVALUATION METHOD

13. Self-Evaluation

ALL students complete Self-Evaluation form⁵ in Taskstream

College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

Midterm Lesson Plan

Coaching Visit 2

Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

Placement 2 Information

Dispositions Assessment 2

Cooperating Teacher
Feedback Form 2

Final Lesson Plan

Self Evaluation

Attendance Sheet 2

End of Semester Surveys

Evaluation of Experience

Evaluation of Supervisor

Technology Survey

Add: Form

Self Evaluation

Help on this F

DIRECTIONS

This form is designed to evaluate the overall performance of student teachers in each of the five following standards: 1) learner development, 2) content knowledge, 3) planning for instruction, 4) learning differences, 5) learning environment, 6) application of content, 7) instructional strategies, 8) assessment, 9) professional learning and ethical practice, and 10) leadership and collaboration. Please provide your best judgment for each item by recording your rating of yourself.

EVALUATION METHOD

FORM : OBSERVATION EVALUATION FORM FOR ST/INTERN DANIELSON INTASC
CAEP 2022

Edi

Please [complete this form](#) as part of this requirement .

Respond to form Observation Evaluation Form for ST/Intern Danielson INTASC CAEP 2022 for Self Evaluation

▸ DIRECTIONS

▸ EVALUATION METHOD

CANCEL

CHECK SPELLING

PRINT

SAVE DRAFT

SAVE AND RETURN

📌 Response is required

✎ Disable Rich Text Editor

Observation Form

For each area, please indicate the student teacher or intern's level of performance. You may choose either a numerical score or "Not Observed."

Then, choose the appropriate score from the drop down menu to indicate the level you believe the student teacher demonstrated overall in each area.

5=A (Distinguished Performance)
4=A- (Proficient Performance)
4=B+ (Proficient Performance)
3=B (Expected Candidate Performance)
2=B- (Emerging Performance)
2=C+ (Emerging Performance)
2=C (Emerging Performance)
1=C- (Unacceptable Performance)
1=D (Unacceptable Performance)
1=F (Unacceptable Performance)

I. Learner Development and Differences

📌 1. Teacher candidate shows and applies understanding of how learners grow and develop, recognizing learners' developmental differences and potential bias (cognitive, linguistic, social, personal and emotional) in the context of teaching

Clear

Save Draft

InTASC: [#1]; DF: [1b]

- 5-Distinguished: In addition to accurate knowledge of each learner's developmental differences and exceptions to the general patterns, displays and applies knowledge of the extent to which individual students follow the general patterns. No prompting is necessary.
- 4-Proficient: Displays and applies accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns. Minimal prompting is necessary.
- 3-Expected: Displays and applies partial but enough understanding of each learner's developmental differences. Repeated prompting is necessary.
- 2-Emerging: Inconsistently shows and applies understandings of each learner's developmental differences in the context of teaching. Additional support is needed to facilitate growth in this area.
- 1-Unacceptable: Displays or applies little or no understandings of each learner's developmental differences in the context of teaching. Major support is needed to facilitate growth in this area.
- Not Observed: There was no opportunity for the candidate to demonstrate this standard or the evaluator did not have an opportunity to observe the candidate's performance on this standard.

▲ BACK TO TOP

📌 2. Teacher Candidate displays and applies understandings of diverse learners' unique culture, interests, and experiences in the context of teaching.

Clear

Save Draft

InTASC: [#2]; DF: [1b]

14. End of Semester Surveys:

a) Evaluation of Experiences

Student Teachers complete form

College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

b) Evaluation of Supervisor

Student Teachers complete form

NOTE: Office of Clinical Practice evaluates - Meets/Does Not Meet Requirements

c) Technology & Diversity Survey

Student Teachers complete form

College/Clinical Faculty Supervisor evaluates - Meets/Does Not Meet Requirements

Student Teaching Requirements

- Placement Information 1
- Coaching Visit 1
- Dispositions Assessment 1
- Cooperating Teacher Feedback Form 1
- Midterm Lesson Plan
- Coaching Visit 2
- Attendance Sheet 1

Requirements (Cont'd/ Placement 2)

- Placement 2 Information
- Dispositions Assessment 2
- Cooperating Teacher Feedback Form 2
- Final Lesson Plan
- Self Evaluation
- Attendance Sheet 2

End of Semester Surveys

End of Semester Surveys




[Help on this Page](#)

OVERVIEW

No overview added

[Print](#)

End of Semester Surveys has 3 requirements

 Evaluation of Experience	Work Not Started	Edit Work
 Evaluation of Supervisor	Work Not Started	Edit Work
 Technology Survey	Work Not Started	Edit Work

a) Evaluation of Experiences form:

Please answer the following questions regarding your student teaching experience.

If you only worked with one cooperating teacher throughout your student teaching experience, please skip Questions 6 - 10, but complete the rest of the survey.

[R] **1) Placement 1: Name of School** Save Draft

(Max chars : 20,000) 0 Count

▲ BACK TO TOP

2) My Lehman College supervisor (class visits and observations) worked collaboratively to give me the help I needed Clear Save Draft

Response Legend: 1 = No collaboration 2 = Some collaboration 3 = Neutral 4 = Substantial collaboration 5 = Very substantial collaboration					
	1	2	3	4	5
At Placement 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[R] **3) Grade Level** Save Draft

(Max chars : 20,000) 0 Count

▲ BACK TO TOP

[R] **4) Placement 1 Cooperating Teacher Name:** Save Draft

(Max chars : 20,000) 0 Count

▲ BACK TO TOP

5) Cooperating Teacher Feedback (Placement 1) Clear Save Draft

Please respond to the following statements regarding your experience with your cooperating teacher in your first placement during your student teaching experience this semester.

Response Legend: 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree						
	1	2	3	4	5	N/A
My Placement 1 cooperating teacher was able to provide useful feedback about lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher was able to provide useful feedback about lesson plan execution (teaching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My cooperating teacher was able to provide useful feedback about evaluating my lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) How highly would you recommend placing future student teachers with your cooperating teacher? Clear Save Draft

Evaluation of College Supervisor form:

Respond to form Student Teaching/Internship Supervisor Evaluation for Evaluation of Supervisor

▶ DIRECTIONS

▶ EVALUATION METHOD

CANCEL CHECK SPELLING PRINT

SAVE DRAFT SAVE AND RETURN

Response is required

✎ Disable Rich Text Editor

[R] **Name of Lehman College supervisor** Save Draft

(Max chars : 10,000) 0 Count

▲ BACK TO TOP

Supervisor Feedback Clear Save Draft

Please respond to the following statements regarding your experience with your Lehman College supervisor during your student teaching/internship experience this semester.

Response Legend: 1 = Strongly disagree 2 = Disagree 3 = Neither agree nor disagree 4 = Agree 5 = Strongly agree					
	1	2	3	4	5
My supervisor was able to provide useful feedback about lesson planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor was able to provide feedback in a concrete and clear manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor was able to provide useful feedback about lesson plan execution (teaching).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor made useful suggestions regarding how to improve my teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor was able to provide useful feedback about evaluating my lesson plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor was able to provide feedback about lesson observations in a supportive way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor was very knowledgeable about school and classroom practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall, how would you rate your Lehman College student teaching/internship supervisor? Clear Save Draft

Technology Survey form:

Respond to form Student Teacher/Intern Technology Integration Survey for Technology Survey

▸ DIRECTIONS

▸ EVALUATION METHOD

CANCEL

CHECK SPELLING

PRINT

SAVE DRAFT

SAVE AND RETURN

 Response is required

 [Disable Rich Text Editor](#) 

Introduction

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. The questions are divided into three sections: 1) Planning and Instruction, 2) Student Assessment, 3) Professional Development.

PLANNING & INSTRUCTION

Clear

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Response Legend:

1 = Never 2 = Rarely (1 – 2 times/semester) 3 = Occasionally (4 – 6 times/semester) 4 = Frequently (8 times or more/semester)

	1	2	3	4
1. How often did you integrate technology to support planning and instruction? This may include PowerPoint; Google slides, SlideShare, tutorials, flipped classrooms; etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. How often did you integrate classroom learning management systems for remote or online teaching and learning? These systems may have included Google Classroom, MS TEAMS, Edmodo, Moodle, Google Meets, Zoom, MS Teams, Hangouts, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. How often did you use technology to foster student engagement and/or participation? This may include the use of interactive whiteboard, Google Polls, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. How often did you integrate technology to engage your students in research assignments that require use of web resources?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. How often did you integrate technology to create student-driven assignments that promote digital citizenship; empower learners and construct knowledge (e.g., ed tech standards)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

STUDENT ASSESSMENT

Clear

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For the following questions on assessing student learning, you may have used Excel, Google Sheets, Google Classrooms, online quiz tools, polling tools, Kahoot, Quizziz, computer-based testing, or other educational technology tool, etc.

Response Legend:

1 = Never 2 = Rarely (1 – 2 times/semester) 3 = Occasionally (4 – 6 times/semester) 4 = Frequently (8 times or more/semester)

	1	2	3	4
6. How often did you integrate any technologies mentioned above to create formative and/or summative assessments to collect, organize and/or analyze student data to inform your lesson planning and/or instruction?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. How often did you integrate any technologies mentioned above to assess learning to provide developmentally appropriate feedback to your students?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PROFESSIONAL GROWTH & DEVELOPMENT

Clear

Save Draft

If you have questions regarding any assignment, please contact your College Supervisor.

For technical assistance, please contact Taskstream:

Phone: 1-800-311-5656

Email: help@taskstream.com