

**Concordia University Chicago College of Education
Tier 1 Assessment: Student Teaching Internship**

To be used for Observation of Student Teachers by University Supervisors and Cooperating Teachers

Student Teacher: _____	Date: _____
Cooperating Teacher: _____	Grade: _____
University Supervisor: _____	School: _____
Report completed by: _____	Location: _____

Observations, comments, and suggestions based on Danielson's Domains (2007):

Domain1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Reference

Danielson, C. 2007. *Enhancing professional practice: A framework for teaching (2nd ed.)*. Alexandria VA: ASCD.

**Concordia University Chicago College of Education
Tier 1 Assessment Rubric: Student Teaching Internship**

Instructions: For Each IPTS Standard, rate the student teacher according to the following scale below, based on your observations.

0	1	2	3	4	5
No knowledge, skills are inadequate	Inconsistent skills, basic or introductory knowledge	Developing skills, knowledge is beyond an introductory level	Has advanced knowledge and skills but application in practice is still developing	Skills and knowledge are demonstrated in practice but need to be refined and developed	Skills and knowledge are demonstrated in practice, the teacher candidate has demonstrated proficiency

Criteria	Levels of Achievement					
Standard 1 - Teaching Diverse Students: The competent teacher understands the diverse characteristics and abilities of each student and how individuals develop and learn within the context of their social, economic, cultural, linguistic, and academic experiences. The teacher uses these experiences to create instructional opportunities that maximize student learning.	0	1	2	3	4	5
Standard 2 - Content Area & Pedagogical Knowledge: The competent teacher has in-depth understanding of content area knowledge that includes central concepts, methods of inquiry, structures of the disciplines, and content area literacy. The teacher creates meaningful learning experiences for each student based upon interactions among content area and pedagogical knowledge, and evidence-based practice.	0	1	2	3	4	5
Standard 3 - Planning for Differentiated Instruction: The competent teacher plans and designs instruction based on content area knowledge, diverse student characteristics, student performance data, curriculum goals, and the community context. The teacher plans for ongoing student growth and achievement.	0	1	2	3	4	5
Standard 4 - Learning Environment: The competent teacher structures a safe and healthy learning environment that facilitates cultural and linguistic responsiveness, emotional well-being, self-efficacy, positive social interaction, mutual respect, active engagement, academic risk-taking, self-motivation, and personal goal-setting.	0	1	2	3	4	5
Standard 5 - Instructional Delivery: The competent teacher differentiates instruction by using a variety of strategies that support critical and creative thinking, problem-solving, and continuous growth and learning. This teacher understands that the classroom is a dynamic environment requiring ongoing modification of instruction to enhance learning for each student.	0	1	2	3	4	5
Standard 6 - Reading, Writing, & Oral Communication: The competent teacher has foundational knowledge of reading, writing, and oral communication within the content area and recognizes and addresses student reading, writing, and oral communication needs to facilitate the acquisition of content knowledge.	0	1	2	3	4	5
Standard 7 – Assessment: The competent teacher understands and uses appropriate formative and summative assessments for determining student needs, monitoring student progress, measuring student growth, and evaluating student outcomes. The teacher makes decisions driven by data about curricular and instructional effectiveness and adjusts practices to meet the needs of each student.	0	1	2	3	4	5
Standard 8 - Collaborative Relationships: The competent teacher builds and maintains collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development. This teacher works as a team member with professional colleagues, students, parents or guardians, and community members.	0	1	2	3	4	5
Standard 9 - Professionalism, Leadership, & Advocacy: The competent teacher is an ethical and reflective practitioner who exhibits professionalism; provides leadership in the learning community; and advocates for students, parents or guardians, and the profession.	0	1	2	3	4	5

Evaluator Signature/Date

Student Teacher Signature/Date

Cooperating Teacher

University Supervisor

Revised July 2018