

Elementary & Secondary Education

Assessment of Content Knowledge Demonstrated During Student Teaching

This evaluation is based on INTASC Standard #1: The student teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

The Cooperating Teacher(s) completes this Content Validation Assessment on their Student Teacher Candidate. The College/University Supervisor must review this assessment of a beginning teacher, make any pertinent comments at the bottom, fill out the box at the top of the back page, and sign. Please evaluate the candidate based on the Montana State Board of Education's definition of content as found in Administrative Rule 10.58.508 Elementary (see reverse) as applicable to subjects being taught: Language Arts, Mathematics, Science, and Social Studies. Using the rubrics for each Indicator, record a score for each subject in the box provided. Then total the scores at the end of the column and identify the overall score earned. For candidates who achieve a passing overall score, but receive a score of one in any indicator or single content area, a further individualized review of the candidate's content knowledge and teaching skill will be conducted by the Field Director and/or a representative University Committee to ensure the candidate merits recommendation for licensure. A candidate receiving a score of zero in any indicator or single content area will not be recommended by the institution.

Mark the box with N/A if the Candidate did not work in the subject area at any time during the Student Teaching Experience

Indicator A: Knowledge of content.

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|------------------------------------------------------|-----------------------------------------|
| 3 - Demonstrates advanced knowledge of content. | <input type="checkbox"/> Language Arts |
| 2 - Demonstrates proficient content knowledge. | <input type="checkbox"/> Mathematics |
| 1 - Uses basic content knowledge. | <input type="checkbox"/> Science |
| 0 - Uses inaccurate, unacceptable content knowledge. | <input type="checkbox"/> Social Studies |

Indicator B: Content alignment with identified objectives and standards.

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|--------------------------------------------------------------------------------------|-----------------------------------------|
| 3 – (advanced) Uses objectives and standards to make lessons meaningful to students. | <input type="checkbox"/> Language Arts |
| 2 – (proficient) Effectively use objectives and standards to develop the lesson. | <input type="checkbox"/> Mathematics |
| 1 – (basic) Attempts to use objectives and standards to develop the lesson. | <input type="checkbox"/> Science |
| 0 – (unacceptable) Is unable to use objectives and standards to develop a lesson. | <input type="checkbox"/> Social Studies |

Indicator C: Accurate and current sources of information.

- | | |
|-------------------------------------------------------------------------------------|-----------------------------------------|
| 3 - (advanced) Uses additional resources beyond manual texts and curriculum guides. | <input type="checkbox"/> Language Arts |
| 2 - (proficient) Effectively use manuals, texts, and curriculum guides. | <input type="checkbox"/> Mathematics |
| 1 - (basic) Demonstrates minimal use of instructional resources. | <input type="checkbox"/> Science |
| 0 - (unacceptable) Is ineffective in using available instructional resources. | <input type="checkbox"/> Social Studies |

Indicator D: Content research to support lesson development.

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|-------------------------------------------------------------------------|-----------------------------------------|
| 3 - (advanced) Demonstrates in depth research of topic content. | <input type="checkbox"/> Language Arts |
| 2 - (proficient) Demonstrates acceptable research of topic content. | <input type="checkbox"/> Mathematics |
| 1 - (basic) Demonstrates minimal research of topic content. | <input type="checkbox"/> Science |
| 0 - (unacceptable) Demonstrates little or no research of topic content. | <input type="checkbox"/> Social Studies |

Signatures

Candidate's Signature <i>(I have been made aware of this assessment)</i>	Candidate's Name	Date
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Cooperating Teacher Signature <i>(I have completed this assessment)</i>	CT Name	Date
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University/ College Supervisor's Signature <i>(I have reviewed this assessment)</i>	US Name	Date
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University/College Supervisor's Comments:

To Be Completed by the University Supervisor - Scoring Rubric

Total points earned Divided by the number of entries receiving a score = _____

Rubric Score Earned =

Overall Rating: 2.5 – 3.0 = 3 (advanced)
.5 – 1.49 = 1 (basic)

1.5 – 2.49 = 2 (proficient)
0 - .49 = 0 (unacceptable)

Professional Educator Preparation Program Standards and Procedures (2001-2005) Montana Board of Public Education

Standard 508 – Selected Program Performance Standards

10.58508 – Elementary (1) For the prospective educator, the program provides the knowledge and skills necessary for an effective K- 8 Elementary Program.

- (B) Curriculum. Candidates know, understand, and use the central concepts as outlined in Montana’s student content and performance standards, tools of inquiry, and structures of content for students across grades K -8 and can engage students in meaningful learning experiences that develop students’ competence in subject matter and skills for various developmental levels.
- (a) Candidates demonstrate a high level of competence in the use of *English language arts* and they know, understand, and use concepts from reading, language literature and child development to teach reading, writing, speaking, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas.
 - (b) Candidates know, understand, and use the fundamental concepts in the subject matter of *science*, including physical , life, and earth and space sciences as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science including and respecting American Indian scientific contributions, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific literacy.
 - (c) Candidates know, understand, and use the major concepts, procedures, and reasoning processes of *mathematics* that define number systems and number sense, geometry, measurement, statistics and probability, and algebra, in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and deal with data.
 - (d) *Candidates know, understand, and use the major concepts and modes of inquiry from the social studies, the integrated study of history, geography, the social sciences (such as anthropology, archaeology, economics, political science, psychology, and sociology), and other related areas (e.g. humanities, law, philosophy, religion, mathematics, science, and technology), to promote students’ abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.*
 - (g) Candidates know, understand, and *use interdisciplinary connections to integrate subject matter contents*, employing inclusive ideas and issues that engage students’ ideas, interests, concerns, and experiences.