

Montana State University – Bozeman • Secondary/K – 12 Education

Assessment of Content Knowledge Demonstrated During BPE Internship/Cl. V Provisional

This evaluation is based on INTASC Standard #1: The 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 field supervisor must complete this *Assessment of Content Knowledge* on the teacher, review paperwork with BPE/Cl. V Intern and then sign and return to the Field Placement & Licensure Office (FPLO). The field supervisor is responsible for making certain this form has been submitted to the FPLO.

Please evaluate the candidate based on the Montana State Board of Education's **definition of content** as found in Administrative Rule 10.58.508 as applicable to the subject being taught. Using the rubrics for each *Indicator*, record a score in the box provided. Then total the scores at the end of the column and identify the overall score earned. For interns who achieve a passing overall score but receive a score of one (1) for any indicator, a further individualized review of the teacher'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 (0) on one or more indicator(s) will not be recommended for licensure by the institution.

CONTENT AREA: _____

Indicator A: Knowledge of Content

3- (advanced)	Demonstrates advanced knowledge of content	<input type="text"/>
2- (proficient)	Demonstrates proficient content knowledge	
1- (basic)	Uses basic content knowledge	
0 (unacceptable)	Uses inaccurate, unacceptable content knowledge	

Indicator B: Content Alignment with Identified Objectives and Standards

3- (advanced)	Uses objectives and standards to make lessons meaningful to students	<input type="text"/>
2- (proficient)	Effectively uses objectives and standards to develop the lesson	
1- (basic)	Attempts to use objectives and standards to develop the lesson	
0 (unacceptable)	Is unable to use objectives and standards to develop a lesson	

Indicator C: Accurate and Current Sources of Information

3- (advanced)	Uses additional resources beyond manual texts and curriculum guides	<input type="text"/>
2- (proficient)	Effectively uses manuals, texts, and curriculum guides	
1- (basic)	Demonstrates minimal use of instructional guides	
0 (unacceptable)	Is ineffective in using available instructional resources	

Indicator D: Content Research to Support Lesson Development

3- (advanced)	Demonstrates in-depth research of topic content	<input type="text"/>
2- (proficient)	Demonstrates acceptable research of topic content	
1- (basic)	Demonstrates minimal research of topic content	
0 (unacceptable)	Demonstrates little to no research of topic content	

BPE/Cl. V Intern signature signifies awareness of the results of this assessment:

Intern Signature **Intern Name** **Date**

Field Supervisor Signature (I have reviewed & collected this assessment) **FS Name** **Date**

To be Completed by the Field Supervisor – Scoring Rubric

Total points earned, divided by the number of entries receiving a score =

Rubric Score Earned

Overall Rating:	2.5 – 3.0 (advanced)	1.5 – 2.49 (proficient)
	.5 – 1.49 (basic)	.0 – .49 (unacceptable)

Montana Board of Public Education

Standard 508- Selected Program Performance Standards

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

(B) **Curriculum.** Candidates know, understand, and use the central concepts as outlines in Montana’s student content and performance standards, tools of inquiry, and structures of content for students across grades 8-12 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.

(e) 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.