

**Computer Science K-12 Content Knowledge Evaluation Form
Modified 2015**

CAEP 1.1, 1.3, 2.3, 3.4, 5.1

InTASC 4: Content Knowledge

InTASC 5: Application of Content

**University of Montana Western
Department of Education**

*To be completed by the Supervising Teacher or Principal,
as part of the Student Teaching or Internship evaluation*

*This form may be completed in an on-going basis,
throughout the Student Teaching or Internship semester*

Based on the National ISTE standards

http://www.ncate.org/documents/ProgramStandards/ISTE_csed_2002.pdf

Student Teacher/Intern name: _____

Student Teacher/Intern Signature: _____ **Date** _____

Supervisor name: _____

Supervisor Signature _____ **Date:** _____

0= unacceptable 1=developing 2=proficient 3=professional

1. The candidates and their students will demonstrate knowledge of and skill regarding the syntax and semantics of a high level programming language, its control structures, and its basic data representations.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

2. Candidates will demonstrate an understanding of and flexibility with differing approaches/paradigms in programming (e.g., imperative, functional, object-oriented), The endorsement candidates and their students will design, implement, and test programs in languages from two different programming paradigms in a manner appropriate to each paradigm.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

3. Candidates will demonstrate in-depth knowledge of how computer systems work individually and collectively. The candidates and their students will effectively use a variety of computing environments (e.g., single- and multi-user systems and various operating systems)

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

4. The candidates and their students will describe the operation of a computer system-CPU & instruction cycle, peripherals, operating system, network components, and applications- indicating their purposes and interactions among them.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

5. Candidates and their students will describe how data is represented at the machine level (e.g., character, boolean, integer, floating point)

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

6. Candidates and their students will identify and provide usage examples of the various data structures and files provided by a programming language (e.g., objects, various collections, files)

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

7. Candidates and their students will demonstrate awareness of social issues related to the use of computers in society and principles for making informed decisions regarding them (e.g., security, privacy, intellectual property, equitable access to technology resources, gender issues, cultural diversity, differences in learner needs, limits of computing, rapid change).

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

8. Candidates and their students will conduct independent learning on specific, unfamiliar topics in general areas central to computer science and provide their students with opportunities to do the same

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

9. Candidates will identify resources, strategies, activities, and manipulatives appropriate to teaching secondary computer science.

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

10. Candidates will plan lessons/modules/courses related to each of:

- programming process
- knowledge/concepts
- issue examination

Date: **Evidence:**

Date: **Evidence:**

Rating: 0 1 2 3

Average Rating:

(Add all ratings, then divide by 10) _____

Additional Comments (can write on back of form)