

Student Name: _____

Elementary 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, and sign. Please evaluate the candidate based on the Montana State Board of Education's **definition of content** as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards *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.

3 = Advanced 2 = Proficient 1 = Basic 0 = Insufficient

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.

- | | | | |
|---|--|--------------------------|----------------|
| 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, insufficient content knowledge. | <input type="checkbox"/> | Social Studies |

Indicator B: Content alignment with identified objectives and standards.

- | | | | |
|---|---|--------------------------|----------------|
| 3 | Uses objectives and standards to make lessons meaningful to students. | <input type="checkbox"/> | Language Arts |
| 2 | Effectively use objectives and standards to develop the lesson. | <input type="checkbox"/> | Mathematics |
| 1 | Attempts to use objectives and standards to develop the lesson. | <input type="checkbox"/> | Science |
| 0 | 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 | Uses additional resources beyond manual texts and curriculum guides. | <input type="checkbox"/> | Language Arts |
| 2 | Effectively use manuals, texts, and curriculum guides. | <input type="checkbox"/> | Mathematics |
| 1 | Demonstrates minimal use of instructional resources. | <input type="checkbox"/> | Science |
| 0 | Is ineffective in using available instructional resources. | <input type="checkbox"/> | Social Studies |

Indicator D: Content research to support lesson development.

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

Signatures

Candidate Signature (*I have been made aware of this assessment*)

Print Name

Date

Cooperating Teacher Signature (*I have completed this assessed*)

Print Name

Date

University/ College Supervisor Signature (*I have reviewed this assessment*)

Print Name

Date

University/College Supervisor's Comments:

Professional Educator Preparation Program Standards and Procedures (2007-2014)
Montana Board of Public Education

Standard 508 – Elementary Selected Program Performance Standards

10.58.508 ELEMENTARY (1) The program requires that successful candidates:

(b) demonstrate knowledge and understanding 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. Candidates:

(i) demonstrate a high level of competence in the use of *English language arts* and demonstrate knowledge, understanding, 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;

(ii) demonstrate knowledge and understanding of and use of the fundamental concepts in the subject matter of *science*, including physical, life, 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 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*;

(iii) demonstrate knowledge and understanding of 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;

(iv) demonstrate knowledge and understanding of and use the major concepts and modes of inquiry from the *social studies*, the integrated study of *history, government, geography, economics*, and an understanding of the social sciences (e.g., anthropology, archaeology, 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, including meeting the requirements of 20-1-501, MCA;

(vii) demonstrate knowledge and understanding of, and use *interdisciplinary connections to integrate subject matter contents*, employing inclusive ideas and issues that engage students’ ideas, interests, concerns, and experiences.