

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: