



**SECONDARY EDUCATION, SPECIAL EDUCATION, OR K-12 EDUCATION ASSESSMENT OF CONTENT KNOWLEDGE**  
**Demonstrated During Student Teaching/ Clinical Practice**

This evaluation is based on INTASC Standard #4: 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 the discipline accessible and meaningful for learners to assure mastery of the content.

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 Board of Public Education's **definition of content** as found in Administrative Rules of Montana Chapter 58 Professional Educator Preparation Program Standards as applicable to the subject(s) being taught. Using the rubrics for each Indicator, record a score in the box provided. **CANDIDATES MUST BE SCORED ON ALL FOUR INDICATORS.**

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

Content Area: ☐ Special Education ☐ Secondary Education ☐ K-12 Education

INDICATOR A: Knowledge of Content – InTASC 4, PEPPS 501(d)		Rating: _____
3	Demonstrates advanced knowledge of content	
2	Demonstrates proficient content knowledge	
1	Uses basic content knowledge	
0	Not applicable	

INDICATOR B: Content Alignment with Identified Objectives and Standards – InTASC 4, PEPPS 311(a)		Rating: _____
3	Uses objectives and standards to make lessons meaningful to students.	
2	Effectively use objectives and standards to develop the lesson.	
1	Attempts to use objectives and standards to develop the lesson.	
0	Is unable to use objectives and standards to develop a lesson.	

INDICATOR C: Accurate and Current Sources of Information – InTASC 7, PEPPS 501(g)		Rating: _____
3	Uses additional resources beyond manual texts and curriculum guides.	
2	Effectively use manuals, texts, and curriculum guides.	
1	Demonstrates minimal use of instructional resources.	
0	Is ineffective in using available instructional resources.	

INDICATOR D: Content Research to Support Lesson Development – InTASC 4, PEPPS 501(d)		Rating: _____
3	Demonstrates in depth research of topic content.	
2	Demonstrates acceptable research of topic content.	
1	Demonstrates minimal research of topic content.	
0	Demonstrates little or no research of topic content.	

Candidate ID#	Grade Level(s) Taught
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Candidate Signature (I have been made aware of this assessment)	Print Name	Date
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Cooperating Teacher Signature (I have completed this assessment)	Print Name	Date
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University Supervisor Signature (I have reviewed this assessment)	Print Name	Date
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University/College Supervisor's Comments:
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