**Elementary Clinical Practice Evaluation: Content Knowledge Addendum**

**Cooperating Teachers and University Supervisors;** As models of exemplary instruction, cooperating teachers support the student teacher’s development and assumption throughout the semester. In order to accomplish this, the supervising teacher is asked to provide continuous feedback to the student teacher throughout the teaching experience through daily/weekly observations and at least four formal clinical practice evaluations. In addition, the college supervisor provides at least four clinical practice evaluations. **At the end of the semester, input is given both evaluators to assess each candidate’s overall ability for addressing all ACEI content standards (in their grade level). Both the university supervisor and the cooperating teacher use a rubric to assess the candidate’s’ content knowledge during their student teaching experience.** **Please score only the content areas that the intern taught** during the semester (music, art, and PE can be considered if they were integrated into any lesson(s) or taught as separate lesson(s**). If the intern was not observed teaching a specific content area, please enter N/A for the score for that area**.

**Intern:** Type here **Date:** Date

**Cooperating Teacher/University Supervisor:** Type here

**3 = Candidate demonstrates a high level of proficiency**

**2 = Candidate demonstrates proficiency**

**1 = Candidate is lacking proficiency**

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| **Standard 2.1 Reading, Writing and Oral Language—**Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language, and child development to teach reading, writing, speaking, viewing, listening, and thinking skills, and to help students successfully apply their developing skills to many different situations, materials, and ideas. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.1)**  Evidence shows that: | Candidate demonstrates a comprehensive understanding of the theoretical foundations supporting the English Language Arts. | Candidate demonstrates a basic understanding of the theoretical foundations supporting the English Language Arts. | Candidate demonstrates limited understanding of the theoretical foundations supporting the English Language Arts. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.1)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of ELA content. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of ELA content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of ELA content. | Choose a rating |
| **Process**  **(ACEI 2.1)**  Evidence shows that: | Candidate displays extensive skill designing developmentally appropriate ELA activities that support critical thinking across disciplines. | Candidate displays basic skill designing developmentally appropriate ELA activities to support critical thinking. | Candidate is unable to make ELA concepts meaningful to students | Choose a rating |

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| **Standard 2.2 Science—**Candidates know and understand fundamental concepts of physical, life, and earth/space sciences as delineated in the National Science Education Standards. Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding of personal and social applications, and to convey the nature of science. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.2)**  Evidence shows that: | Candidate demonstrates an advanced knowledge of scientific concepts and the relationship of these scientific concepts within and across disciplines. | Candidate demonstrates a basic knowledge of scientific concepts and the relationship of these scientific concepts within and across disciplines. | Candidate demonstrates limited knowledge of scientific concepts. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.2)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of scientific content. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of scientific content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of scientific content. | Choose a rating |
| **Process**  **(ACEI 2.2)**  Evidence shows that: | Candidate displays extensive skill designing instructional activities that engage students in rich inquiry and promotes higher-order thinking skills. | Candidate displays adequate skill designing instructional activities that engage students in rich inquiry and promotes higher-order thinking skills. | Candidate is unable to make scientific concepts meaningful to students | Choose a rating |
| **Standard 2.3 Mathematics—**Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability. In so doing, they consistently engage problem solving, reasoning and proof, communication, connections, and representation. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.3)**  Evidence shows that: | Candidate demonstrates an advanced knowledge of mathematical concepts within and across disciplines. | Candidate demonstrates a basic knowledge of mathematical concepts within and across disciplines. | Candidate demonstrates limited knowledge of mathematical concepts. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.3)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of mathematical content. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of mathematical content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of mathematical content. | Choose a rating |
| **Process**  **(ACEI 2.3)**  Evidence shows that: | Candidate displays extensive skill designing instructional activities that engage students in rich inquiry to promote higher-order thinking skills. | Candidate displays adequate skill designing instructional activities that engage students in rich inquiry to promote higher-order thinking skills. | Candidate is unable to make mathematical concepts meaningful to students. | Choose a rating |

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| **Standard 2.4 Social Studies—**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, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.4)**  Evidence shows that: | Candidate demonstrates an advanced knowledge of social studies concepts and the relationship of these social studies concepts within and across disciplines. | Candidate demonstrates an adequate knowledge of social studies concepts and the relationship of these social studies concepts within and across disciplines. | Candidate demonstrates limited knowledge of social studies concepts. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.4)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of social studies content. | Candidate demonstrates an adequate range of effective instructional strategies that promotes conceptual understanding of social studies content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of social studies content. | Choose a rating |
| **Process**  **(ACEI 2.4)**  Evidence shows that: | Candidate displays extensive skill designing instructional activities that challenges students to research, analyze, and evaluate real world situations to demonstrate their competence. | Candidate displays adequate skill designing instructional activities that challenges students to research, analyze, and evaluate real world situations to demonstrate their competence. | Candidate is unable to make social studies concepts meaningful to students. | Choose a rating |
| **Standard 2.5 The arts—**Candidates know, understand, and use—as appropriate to their own knowledge and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and visual arts as primary media for communication, inquiry, and engagement among elementary students. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.5)**  Evidence shows that: | Candidate demonstrates advanced knowledge (types, functions, and achievements) of the foundation of the performing and visual arts. | Candidate demonstrates adequate knowledge (types, functions, and achievements) of the performing and visual arts. | Candidate has significant gaps in his/her knowledge (types, functions, and achievements) of the performing and visual arts. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.5)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of the performing and visual arts. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of the performing and visual arts. | Candidate demonstrates a limited-range of effective instructional strategies. | Choose a rating |
| **Process**  **(ACEI 2.5)**  Evidence shows that: | Candidate displays extensive skill integrating the arts across the disciplines. | Candidate displays adequate skill integrating the arts across the disciplines. | Candidate is unable to make performing and visual arts concepts meaningful to students. | Choose a rating |

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| **Standard 2.6 Health education—**Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area until Acceptable or Target is achieved.* | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.6)**  Evidence shows that: | Candidate demonstrates advanced knowledge of health concepts and the relationship of these health concepts within and across disciplines. | Candidate demonstrates adequate knowledge of health concepts and the relationship of these health concepts within and across disciplines. | Candidate demonstrates limited knowledge. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.6)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of health content. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of health content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of health content. | Choose a rating |
| **Process**  **(ACEI 2.6)**  Evidence shows that: | Candidate displays extensive skill designing instructional activities that challenges students to research health related issues and make healthy lifestyle choices. | Candidate displays adequate skill designing instructional activities that challenges students to research health related issues and make healthy lifestyle choices. | Candidate is unable to make health concepts meaningful to students. | Choose a rating |
| **Standard 2.7 Physical education -** Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students. | | | | |
| **Criteria for success:** *Candidate must score Acceptable or Target to pass the standard. If Unacceptable, then candidate must be observed again in this content area**until Acceptable or Target is achieved***.** | | | | |
| **Category** | **Target – 3** | **Acceptable – 2** | **Unacceptable – 1** | **Score** |
| **Content Knowledge**  **(ACEI 2.7)**  Evidence shows that: | Candidate demonstrates advanced knowledge of physical education concepts and the relationship of these physical education concepts within and across disciplines. | Candidate demonstrates basic knowledge of physical education concepts and the relationship of these physical education concepts within and across disciplines. | Candidate demonstrates limited knowledge. | Choose a rating |
| **Pedagogical Content Knowledge**  **(ACEI 2.6)**  Evidence shows that: | Candidate demonstrates a wide-range of effective instructional strategies that promotes conceptual understanding of physical education content. | Candidate demonstrates an adequate-range of effective instructional strategies that promotes conceptual understanding of physical education content. | Candidate demonstrates a limited-range of effective instructional strategies that inhibits conceptual understanding of physical education content. | Choose a rating |
| **Process**  **(ACEI 2.7)**  Evidence shows that: | Candidate displays extensive skill designing instructional activities such that the candidate engages students in meaningful physical education activities. | Candidate displays adequate skill designing instructional activities such that the candidate engages students in meaningful physical education activities. | Candidate is unable to make physical education concepts meaningful to students. | Choose a rating |
| **Comments:** | | | | |

Student Teacher Signature: Type here

Cooperating Teacher Signature: Type here

University Supervisor Signature: Type here