

TWS SCORING RUBRIC

Rubric Descriptors:

Teacher Candidate Name: _____

Using the rubric, **highlight** any areas that still need work, provide a score for each portion, and then put specific comments about highlighted areas in the “Comments” box.

1	2	3	4
Significant requirement(s) is/are missing or deficient; artifact is unsatisfactory. <ul style="list-style-type: none"> • poor quality • confusing • contains errors 	No significant requirement is missing; artifact is basic. <ul style="list-style-type: none"> • rudimentary • limited • uneven/inconsistent 	All requirements are included and appropriate; artifact is proficient. <ul style="list-style-type: none"> • clear • solid • suitable 	All requirements are complete and thoughtful; artifact is distinguished. <ul style="list-style-type: none"> • rigorous • reflective • precise

1) *Personal applications....if a teacher candidate says that s/he will differentiate based on a contextual factor, s/he should be specific about how that differentiation will look.*

2) *Conciseness ...not long descriptions or rambling narratives. Reflecting, means one or two items deeply analyzed with specific applications not 4-5 items listed with general applications.*

TWS Criteria		1	2	3	4
Throughout the TWS	TC...				
	<ul style="list-style-type: none"> • ...uses in-text citations for interviews & other resources with last name of author/interviewee and date • ...uses appropriate font size, spacing, and keeps all column materials concise (maximum of 8-10 lines/entry) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • ...includes appropriate title page, table of contents, and page numbering • ...does not copy/paste from practicum TWS; first draft must show 20% or less <i>Turn-it-in</i> rating. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<ul style="list-style-type: none"> • ...uses authentic data; if either falsified or plagiarized data is verified, TC will be subject to MSU sanctions. • ...provides reference page, Appendix A (assessments/tools), & Appendix B (TWS Danielson Observations) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Total Criteria Score	/12
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TWS Section 1: Preparation		1	2	3	4
Standards and Summative Assessment (Header)	<p>In TWS Sequence planning, the TC...</p> <ul style="list-style-type: none"> ...includes 1-3 appropriate Common Core (ELA or math) and other vital content standards, clearly labeled and scripted in full in Table 1 header. ...describes summative assessment and proficiency criteria. ...includes an assessment tool when needed for accurate, objective assessment. ...references page numbers where the assessment and assessment tools can be viewed 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lesson Sequence & Instructional Outcomes (Columns 1 & 2)	<ul style="list-style-type: none"> ...includes 5 lesson titles and the standard (number only) associated with each lesson in Table 1, Column 1 ...aligns outcomes (learning and application of learning) with targeted standard(s), including only one primary outcome per lesson (five outcomes), Column 2. ...lesson five is not a summative assessment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formative Assessments (Column 3)	<ul style="list-style-type: none"> ...concisely describes a formative assessment that accurately measures each individual instructional outcome. ...gives proficiency criteria/learning indicators that objectively measure each student's formative assessment. ...provides and references assessment, and, when appropriate, rubrics and other criteria by the page # in Appendix A where they can be viewed. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Strategies (Column 4)	<ul style="list-style-type: none"> ...describes one instructional strategy that effectively supports each corresponding instructional outcome and formative assessment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summative Assessment (Column 5)	<ul style="list-style-type: none"> ...concisely describes a summative assessment that measures all instructional outcomes. ...provides proficiency criteria, any necessary rubrics/checklists/etc., and references the page in Appendix A where these can be viewed. ...breaks down the summative assessment to show how parts accurately measure all instructional outcomes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Notes: Contextual Factors	<p>In Section One Field Notes, TC...</p> <ul style="list-style-type: none"> ...clearly documents and cites research of 4 contextual data pieces relevant to TWS learning/teaching. ...clearly documents and cites recommendations by mentors. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field notes: Diverse Students Field notes: Self-Knowledge	<ul style="list-style-type: none"> ...clearly documents and cites research of 2-4 student factors common to all students and relevant to TWS learning. ...clearly documents two personal characteristics relevant to TWS teaching. ...includes a personal bias. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Total Section 1 Score	/28
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TWS Section 2: Planning		1	2	3	4
Preparing for Instruction	To prepare for Section 2, the TC... <ul style="list-style-type: none"> ... went back to Section One and highlighted 3-4 of the factors most significant to TWS learning (at least one from each category: context, students, personal). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection on Preparation	<ul style="list-style-type: none"> ...tells the story of why those 3-4 factors were selected, citing mentors/colleagues and other sources as appropriate. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflection on Preparation	<ul style="list-style-type: none"> ...authentically describes what was learned from this research and 1-2 details about that learning experience ...specifically describes how s/he plans to use this information, outlining challenges as well as ideas 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IEFA	<ul style="list-style-type: none"> ...connects a scripted IEFA Essential Understanding with either this lesson or with the content area. ...uses one of the four James Banks' approaches in a design that should increase student understanding/cultural appreciation of <u>Montana</u> IEFA value/history 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Revision and Editing	<ul style="list-style-type: none"> ...carefully revises and edits Section 2, resulting in a concise, 1-2-page, professionally written piece that tells the TC's story of planning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Total Section 2 Score /20

TWS Section 3: Instruction		1	2	3	4
Content Structure and Pedagogy	<p>In Section 3 Lesson Planning, the TC...</p> <ul style="list-style-type: none"> • ...develops instructional strategies and materials that effectively align with standards and instructional outcomes • ...incorporates best-practice, effective, and varied content-related pedagogies. • ...develops a logical sequence to scaffold student learning 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Adaptation for Diverse Learners	<ul style="list-style-type: none"> • ...precisely assesses and reviews key elements of student prior knowledge. • ...selects instructional procedures, materials, and resources based on research of classroom learners. • ...includes specific adjustments based on formative assessment of multiple types of learners (reflections and revisions red /green annotations). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Total Section 3 Score	/8
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Graded by CT

TWS Section 4: Using Assessment		1	2	3	4
Table 4.1: Analysis of Formative Assessments (columns 1-3)	In Section 4 Table 4.1, the TC... <ul style="list-style-type: none"> • ...copies instructional outcomes from Section 2 • ...includes formative assessment descriptions that align with these outcomes • ...provides page numbers where formative assessment copies are located • ...describes how student proficiency is measured • ...has developed assessment tools where appropriate • ...references the page in Appendix A where assessments/tool copies are located 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table 4.1: Analysis of Formative Assessments (columns 4 & 5)	<ul style="list-style-type: none"> • ...provides the number of students who did and did not achieve proficiency for each formative assessment. • ...uses lesson plan red font annotations to reflect* about results of each formative assessment (all lessons). • ...uses lesson plan green font annotations to document a response to formative assessment data in each subsequent lesson plan (all except lesson #1). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Table 4.2: Individual Student Achievement Data	In Section 4 Table 4.2, the TC... <ul style="list-style-type: none"> • ...concisely describes and includes measurable proficiency criteria for the summative assessment. • ...references page numbers in Appendix A where a copy of the summative assessment can be viewed. • ...uses codes rather than student names in Column 1. • ...includes the summative assessment score for each student in Column 2. • ...notes proficiency achievement for each student. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion: whole-class analysis	In Section 4 Conclusion, the TC... <ul style="list-style-type: none"> • ...documents relevant patterns among formative data, summative data, and contextual factors for whole class and/or class subgroups • ...uses this evidence to reflect positively about what s/he is learning about teaching and learning • ...explores specific, data-based strategies s/he could use to improve instruction for this class of students. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion: single student analysis	<ul style="list-style-type: none"> • ...analyzes one student's formative data, summative data, and contextual factors as well as what TC tried with this student and reflects on successes or non-successes. • ...draws specific, data-based conclusions about how to more effectively differentiate instruction for this student. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conclusion: Professionalism	<ul style="list-style-type: none"> • ...carefully revises and edits entire conclusion, resulting in a concise, 2-page, professionally written piece that tells the TC's story of using assessment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*A teacher constantly considers how to specifically support all students' learning using evidence to drive instruction.

Comments:

Total Section 4 Score	/24
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TWS Section 5: Professional Responsibilities

		1	2	3	4
Reviewing your Goal	<p>In Section 5 Professional Goal Setting, the TC...</p> <ul style="list-style-type: none"> • ...provides ½-1-page of notes from the video reflection. • ...provides notes from TWS 1-4 that relate to his/her goal. • ...provides notes from assessments/professional conversations that relate to his/her goal. • ...provides copies of journal entries/statements that relate to his/her goal 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflecting on your Goal	<ul style="list-style-type: none"> • ...restates professional TWS focus—either the original or the evolved focus • ...provides the Danielson element, component, and domain that best aligns with this focus • ...creates a 1-page reflection about this goal supporting all statements with significant evidence from the following (references at least three of the sources below): <ul style="list-style-type: none"> • Video reflection • TWS sections 1-4 • student achievement data • CT/FS TWS assessments/professional conversations • Journal entries. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professionalism	<ul style="list-style-type: none"> • ...carefully revises and edits Section this reflection, resulting in a concise, 1-page, professionally written piece that recounts how the TC worked on his/her goal/focus. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing your Goal	<ul style="list-style-type: none"> • ...includes a specific resources to promote growth and cites websites, mentors’ recommendations, etc. • ...references specific plan to use these resources • ...provides tentative due dates for accomplishing each step (reading resource, trying a strategy, etc.) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: Total Section 5 Score /16

TWS Total Score /80