TWS SCORING RUBRIC

Rubric Descriptors:

Practicum Student Name: ­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **1****Significant requirement(s) is/are missing or deficient; artifact is unsatisfactory.** * **poor quality**
* **confusing**
* **contains errors**
 | **2****No significant requirement is missing; artifact is basic.** * **rudimentary**
* **limited**
* **uneven/inconsistent**
 | **3****All requirements are included and appropriate; artifact is proficient.** * **clear**
* **solid**
* **suitable**
 | **4****All requirements are complete and thoughtful; artifact is distinguished.*** **rigorous**
* **reflective**
* **precise**
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| --- | --- | --- | --- | --- |
| **TWS Section 1: Cultural Context****Clinical Evaluator Scoring and Feedback Rubric** | **1** | **2** | **3** | **4** |
| Field Notes: Culture | **In Section One Field Notes, PS…*** …clearly documents and cites research of one (Prac 1) or two (Prac 2/Sec Prac) cultural data pieces relevant to TWS learning and/or teaching.
* …provides, for each cultural data piece, one quality application that will aid in teaching/learning of TWS content.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Field notes:Resources  | * …clearly documents and cites research of one (Prac 1) or two (Prac 2/Sec Prac) resources relevant to TWS learning and/or teaching.
* …provides, for each resource, one quality application that will aid in teaching/learning of TWS content.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Field notes:Diverse Students | * …clearly documents and cites research of one contextual piece common to all students and relevant to TWS learning.
* …provides, for that student factor, one quality application that will aid in teaching/learning of TWS content.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Field notes:Self-Knowledge | * …clearly documents one personal characteristic relevant to TWS teaching.
* …provides, for that personal characteristic, one quality application or adjustment that will aid in teaching TWS content.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Conclusion | **In Section One Conclusion, PS…*** …highlights Section 1 information most relevant to TWS teaching/learning.
* …connects Section 1 research and TWS design using transformational thinking.
* …carefully revises and edits conclusion, resulting in a concise, one-page, professionally written piece.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Comments:**

Total Section 1 Score /20

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TWS Section 2: Sequence Planning and Preparation****Clinical Evaluator Scoring and Feedback Rubric** | **1** | **2** | **3** | **4** |
| Rationale and IEFA Connection | **In Section 2 Rationale, the PS…*** …precisely describes how TWS content connects to prior and upcoming learning.
* …meaningfully connects TWS planning and preparation to the Section 1 study of contextual factors.
* …thoughtfully describes how Montana’s IEFA law and one Essential Understanding can be meaningfully integrated in TWS instruction.
* …carefully revises and edits rationale, resulting in a concise, two-paragraph, professionally written piece.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Standards and Lesson Sequence (Header and Column 1)  | **In TWS Sequence planning, the PS…*** …includes 1-2 appropriate Common Core (ELA or math) and, if applicable, another vital content standard, clearly labeled and scripted in full in Table 2 header.
* …includes five lesson titles and the standard (number only) associated with each lesson in Table 2, Column 1.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Instructional Outcomes and activities(Column 2 & 3) | * …aligns outcomes (what students will **learn**) with targeted standard(s), including only one primary outcome per lesson.
* …describes one instructional activity (what students will **do**) that effectively supports each corresponding instructional outcome.
 |  [ ]  |  [ ]  | [ ]  | [ ]  |
| Formative Assessments(Column 4) | * …concisely describes a formative assessment that accurately measures each individual instructional outcome.
* …presents proficiency criteria or indicators of learning that align with each formative assessment and references assessment, rubrics, and other criteria by the page in Appendix A where they can be viewed.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Comments:**

Total Section 2 Score /16

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| **TWS Section 3: Lesson Planning and Instruction****Cooperating Teacher Scoring and Feedback Rubric** | **1** | **2** | **3** | **4** |
| Content Structure and Pedagogy | **In Section 3 Lesson Planning, the PS…*** …develops instructional procedures and materials that precisely align with standards and instructional outcomes.
* …incorporates best-practice, effective, and varied content-related pedagogies.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Instructional Adaptation for Diverse Learners  | * …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).
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Comments:**

Total Section 2 Score /8

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| **Section 4****Clinical Evaluator Scoring and Feedback Rubric** | **1** | **2** | **3** | **4** |
| Table 4: Analysis of Formative Assessments (Columns 1 & 2) | **In Section 4 Table 4, the PS…*** …copies formative assessment descriptions and page references from Column 4 of Table 2 into Column 1 of Table 4.
* …scripts **red**/**green** annotations from each lesson plan that demonstrate student-driven decision making based on formative assessment results.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Table 4: Analysis of Formative Assessments (Columns 3 & 4) | * …adequately describes in Column 3 a contextual factor from field notes in Section 1 that may have impacted student learning for each formative assessment.
* …provides the number of students who did and did not achieve proficiency for each formative assessment in Column 4.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Conclusion | **In Section 4 Conclusion, the PS…*** …considers relevant data and draws specific conclusions about **effectiveness** of instruction/management, etc. for **whole class** focusing on TC effectiveness rather than perceived student deficiency.
* …traces one student’s achievement and contextual data, and draws data-based conclusions about the how to more effectively differentiate instruction for **that** student.
* …carefully revises and edits conclusion, resulting in a concise, one-page, professionally written piece.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Comments:**

Total Section 2 Score /12

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| **TWS Section 5: Professional Goal Setting****Clinical Evaluator Scoring and Feedback Rubric** | **1** | **2** | **3** | **4** |
| Creating a Goal | **In Section 5 Professional Goal Setting, the PS…*** …connects professional goal with a specific **element** under one Danielson component in domains 2 or 3.
 | [ ]  | [ ]  | [ ]  | [ ]  |
| Structuring a Goal  | * …provides a rationale for professional goal based on
* TWS sections 1-4
* student achievement data
* CT/FS TWS assessments
* professional conversations.
* …includes a specific action plan including steps to measure progress toward professional goal.
* …references specific resources to help meet professional goal.
* …carefully revises and edits conclusion, resulting in a concise, one-page or less, professionally written piece.
 | [ ]  | [ ]  | [ ]  | [ ]  |

**Comments:**

Total Section 2 Score /8

 /64

 **Practicum TWS Total Score**