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

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| **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**