

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... <ul style="list-style-type: none"> of poor quality confusing contains errors | No significant requirement is missing; artifact is.... <ul style="list-style-type: none"> rudimentary limited uneven/inconsistent | All requirements are included and appropriate; artifact is... <ul style="list-style-type: none"> clear solid suitable | All requirements are complete and thoughtful; artifact is... <ul style="list-style-type: none"> rigorous reflective evidence-based | | | |
| 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 (suggested 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 35% 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"/> | | | |
| | <ul style="list-style-type: none"> ...provides copies of assessments in Appendix A and gives page numbers in Sections Two and Four so that CE can quickly locate these assessments. ... provides copies of rubrics, checklists, and questionnaires, in Appendix A and gives page numbers in Sections One, Two, and Four so that CE can quickly locate these documents. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | | | |

Comments:

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| Total Criteria Score | /16 |
|----------------------|-----|

| 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. | <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 (attempts to include 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. | <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. ...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 that could be relevant to TWS learning/teaching. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Field notes: Diverse Students | <ul style="list-style-type: none"> ...clearly documents and cites research of 2-4 student factors common to all students and that could be relevant to TWS learning. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Field notes: Self-Knowledge | <ul style="list-style-type: none"> ...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:

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| Total Section 1 Score | /28 |
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TWS Section 2: Planning

| | | 1 | 2 | 3 | 4 |
|---------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| Preparing for Instruction | <p>To prepare for Section 2, the TC...</p> <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"> ...authentically and specifically tells the story of why each highlighted item was important, what the TC learned from researching each item. ...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"> ...selects an IEFA Essential Understanding that connects with either this lesson or with the content area. ...taking one of the four James Banks' approaches, TC discusses how s/he could connect the lesson or content area with the selected Essential Understanding to increase student awareness/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, approximately 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 /16

| 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:

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| Total Section 3 Score | /8 |
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Graded by CT

| TWS Section 4: Using Assessment | | 1 | 2 | 3 | 4 |
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| 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 ...describes how student proficiency is measured ...has developed assessment tools where appropriate | <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. ...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 at least one pattern 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:

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

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| Reviewing your Goal | <p>In Section 5 Professional Goal Setting, the TC...</p> <ul style="list-style-type: none"> • ...provides 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 an approximately 2-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, 2-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, including some ideas about timing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments: Total Section 5 Score /16

TWS Total Score /108