

**SCORING RUBRIC**

Candidate Barbara Twardowski Supervisor Phyllis Esposito Cooperating Teacher \_\_\_\_\_

School Fife High School School District Fife Grade Level(s) \_\_\_\_\_

PAA Administration Dates: 1<sup>st</sup> May 26th 2<sup>nd</sup> May 26th 3<sup>rd</sup> \_\_\_\_\_ 4<sup>th</sup> \_\_\_\_\_

**1. The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.**

Source of Evidence ***Instructional Plan, Instructional Plan Rationale***

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Alignment</b>	The plan's learning targets are not aligned with EALRs, state learning goals, district goals, and school and classroom goals.	The plan's learning targets are explicitly aligned with EALRs, state learning goals, district goals, and school and classroom goals.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed learning targets were aligned to Next Generation Science Standards.
<b>B. Meaningfulness/Importance</b>	The plan's learning targets represent trivial learning and lack potential for fostering student critical thinking and problem solving.	The plan's learning targets represent valuable learning and foster student critical thinking and problem solving.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed More work on making explicit the critical thinking. There was significant changes toward this goal in the second observation
<b>C. Developmental and Instructional Appropriateness</b>	The plan's learning targets are not appropriate for the development, pre-requisite knowledge, skills, experiences, and backgrounds of students or student characteristics and needs.	The plan's learning targets are suitable for all students in the class and are adapted where necessary to the needs of individual students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Some adaptations made between the first and the second observations. Evidence that the needs of the students were considered
<b>D. Accuracy</b>	The plan's learning targets represent activities rather than learning outcomes and cannot be assessed.	The plan's learning targets define learning outcomes and can be assessed.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Continued work on the alignment between the learning targets and the assessments.
<b>E. Multicultural Perspectives</b>	The plan's learning targets lack transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	The plan's learning targets are grounded in transformative multicultural knowledge, reasoning, performance skills, products, or dispositions.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

## 2. The teacher candidate demonstrates knowledge of the characteristics of students and their communities.

Source of Evidence: **Instructional Plan, Instructional Plan Rationale**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Developmental Characteristics</b>	The plan reflects minimal or inaccurate understanding of students' developmental characteristics.	The plan reflects understanding of students' developmental characteristics.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Evidence that adolescent developmental needs of the students was present in the planning
<b>B. Exceptionalities</b>	The plan reflects minimal or inaccurate understanding of students' exceptionalities and special learning needs.	The plan reflects understanding of students' exceptionalities and special learning needs.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Cont'd work is needed in this area. Specifically in identifying specific strategies for meeting the needs of gifted students
<b>C. Cultural Backgrounds, Ethnicity, Language Development, Socioeconomic Status (SES), Gender</b>	The plan reflects minimal or inaccurate understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	The plan reflects understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, SES, and gender.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Evidence in the lesson plans that instruction was planned for to take into account the various cultures represented in the classroom.
<b>D. Approaches to Learning</b>	The plan reflects minimal or inaccurate understanding of students' varied approaches to learning.	The plan reflects understanding of students' varied approaches to learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Grouping of the students indicates taking the various approaches to learning into account
<b>E. Prior Knowledge and Skills</b>	The plan reflects minimal or inaccurate understanding of students' knowledge and skills relative to the learning targets.	The plan reflects understanding of students' knowledge and skills relative to the learning targets for each student, including those with special needs.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed There is evidence that the observed lesson was connected to prior learning.
<b>F. Community Factors that Impact Student Learning</b>	The plan reflects minimal or inaccurate understanding of community factors that impact student learning.	The plan reflects understanding of how to use students' community as support for activities, resources, and learning strategies.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Lesson utilize the school site as a place of observation and drew connections to the experiences of a fellow teacher to provide context for learning.

**3. The teacher candidate plans and establishes effective interactions with families to support student learning and well-being.**

Source of Evidence: ***Plan for using personal contact with families (e.g., telephone, home visit, family conferences, and/or written messages)***

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Appropriateness</b>	There are no plans for interactions with families OR interactions presented in the plan are inappropriate for the language and level of understanding of families.	The plan's interactions with families are specifically adapted to the language and level of understanding of each student and his or her family, including low-status/historically marginalized families.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>B. Purpose</b>	Interactions in the plan focus primarily on negative student behavior and performance.	The plan for family interaction provides and elicits information regarding student learning and well-being, including low-status/historically marginalized families.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>C. Cultural Responsiveness</b>	Interactions in the plan are routine with little or no effort to make interactions culturally responsive.	The plan's interactions with families are culturally responsive for each student and his or her family.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>D. Two-Way Communications</b>	The plan provides limited opportunities for families to engage in communication about the learning progress and well being of their children.	The plan provides adequate opportunities for families to engage in communication or activities to support student learning and well-being.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed

**4. The teacher candidate designs assessment strategies that measure student learning.**

Source of Evidence: ***Instructional Plan. Include descriptions or documentation related to the assessment strategies (e.g., copy of assignments, description of strategies, rubric)***

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Alignment</b>	The plan's assessment strategies are not aligned with the learning targets.	The plan's assessment strategies are aligned with the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>B. Technical Soundness</b>	The plan's assessment strategies do not measure the intended outcomes of the learning targets.	The plan includes assessments that measure the student outcomes reflected in the learning targets.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

<b>C. Formative and Summative Assessment</b>	The plan does not provide for the use of both formative and summative assessment data to evaluate the impact on student learning.	The plan provides for the use of both formative and summative assessment data to evaluate impact on student learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Cont'd work on developing formative assessments. Incorporating exit tickets.
<b>D. Multiple Modes and Approaches</b>	The plan's assessment strategies employ a single assessment mode or approach.	The plan includes opportunities for students to engage in a variety of assessments that measure their performance relative to the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed There are multiple modes and approaches to assesment
<b>E. Feedback</b>	The plan's assessment strategies provide no opportunities for students to receive feedback.	The plan includes opportunities for students to receive feedback regarding their performance relative to the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

### 5. The teacher candidate designs instruction based on research and principles of effective practice.

Source of Evidence: ***Instructional Plan, Instructional Plan Rationale***

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Alignment</b>	The plan's learning activities are not aligned with learning targets and assessments.	The plan's learning activities are aligned with learning targets and assessments.	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>B. Lesson Sequence</b>	The plan's learning activities are unrelated to prior learning and do not support the learning targets.	The plan's learning activities account for prior learning and support the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>C. Research-Based Pedagogy</b>	The plan fails to connect instruction to research and principles of effective practice that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	The plan is based on research and principles of effective practices that are developmentally appropriate, culturally responsive, gender sensitive, and inclusive of all students including low-status/historically marginalized students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>D. Academic Knowledge and Perspective</b>	The plan reflects a single viewpoint OR uses multicultural or gender academic knowledge only as an add-on to instruction that reflects the dominant culture.	The plan describes how instructional strategies extend beyond the existing diversity of the students in the class and expand material to incorporate a range of transformative multicultural and gender-relevant subject matter content.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed

<b>E. Culturally Responsive Learning Activities</b>	The plan employs a single learning strategy or method throughout the lesson OR limits student opportunity to learn from one another in a democratic and caring environment.	The plan employs a variety of learning experiences that build on and recognize the academic competence of each student and encourages critical thinking and collaborative learning in a democratic and caring environment.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>F. Materials and Resources</b>	The plan utilizes learning materials and learning tasks that primarily represent the dominant culture or a single gender.	The plan utilizes learning materials and engages in learning tasks that incorporate transformative multicultural and gender perspectives.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed variety of learning materials
<b>G. Use of Technology</b>	The plan incorporates few opportunities for students to learn with varied technologies.	The plan utilizes technology to support and enhance instruction and student learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Teacher and student use of technology
<b>H. Heterogeneous Grouping</b>	The plan's learning activities exclude heterogeneous cooperative learning groups.	The plan provides opportunities for students to engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of all students, including low-status/historically marginalized students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Students worked in groups.
<b>I. Student Engagement</b>	The plan provides no opportunities for students to become intrinsically motivated or engaged in their own learning.	The plan describes how students will become intrinsically motivated and engaged in their own learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed High interest and interactive learning opportunities.

**6. The teacher candidate aligns instruction with the plan and communicates accurate content knowledge.**

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Alignment</b>	Classroom instruction and the instructional plan are not aligned.	Classroom instruction is aligned with the instructional plan.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>B. Meaningful Opportunities to Learn</b>	Students have limited opportunities to learn the key skills and concepts needed to reach the learning targets.	Students are learning the key skills and concepts needed to reach the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>C. Accuracy</b>	The teacher candidate makes content errors.	The teacher candidate demonstrates accurate knowledge	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

		of the content.	
<b>D. Interdisciplinary Instruction</b>	Students participate in tasks that focus on a single discipline without making connections to other subject areas.	Students are engaged in tasks that provide interdisciplinary connections with other subject areas.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>E. Culturally Responsive and Gender-Sensitive Instruction</b>	Students participate in tasks that represent limited cultural and gender-sensitive perspectives.	Students respond using multicultural and gender-sensitive perspectives.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed

**7. Students participate in a learning community that supports student learning and well-being.**

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Democratic Classroom</b>	Students do not participate in the development of classroom behavioral expectations and norms.	Students participate in the development of classroom behavioral expectations and norms (e.g., provide input regarding rules or procedures; are involved in conflict resolution).	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Rules and expectations were visible in the classroom. Students were able to focus on what they wanted their group to attend to support the learning of the group.
<b>B. Respect</b>	Classroom interactions between students and teacher candidate or between peers are disrespectful.	Classroom interactions between students and teacher candidate or between peers reflect respect for others.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Students were responsive to redirections. Evidence of rapport and respect between the teacher and the students and between the students.
<b>C. Learning Community</b>	In group activities, some students act independently or fail to support one another's inquiry/learning or exclude low-status/historically marginalized students.	Students support one another in group learning activities and include low-status/historically marginalized students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed This was evident in the setting arrangement, the use of role cards and the expectations visible on the table.
<b>D. Self-Directed Learning</b>	Students have no opportunity to express their opinions and provide suggestions regarding their own learning.	Students express their opinions and provide suggestions regarding their own learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>E. Diverse Perspectives</b>	Students demonstrate disrespect for the multicultural and gender perspectives expressed by others.	Students show respect for multicultural and gender perspectives expressed by others.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed There appeared to be respect present in the classroom evident in how the students were able to communicate

<b>F. Heterogeneous Groups</b>	Students do not participate in heterogeneous cooperative learning groups OR heterogeneous cooperative learning groups fail to build the academic competence of all students including low-status/historically marginalized students.	Students engage in a variety of learning experiences including heterogeneous cooperative learning groups that build and recognize academic competence of students, including low-status/historically marginalized students.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
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**8. Students engage in learning activities that are based on research and principles of effective practice.**

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Questioning and Discussion Techniques</b>	Students experience learning activities that include limited opportunities to pose and answer questions.	Students answer and pose questions and engage in cooperative discussions that enhance learning, critical thinking, transformative multicultural thinking, and problem solving.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>B. Delivery and Pacing</b>	Students experience learning activities that are too slow or rushed OR are not mindful of the academic competence of low-status/historically marginalized students.	Students engage in learning activities that are paced appropriately for all students, are culturally responsive, and allow for reflection and closure as appropriate.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Second observation more effective closure.
<b>C. Differentiated Instruction</b>	Students experience undifferentiated learning activities.	Students engage in learning activities that are adjusted to meet their individual backgrounds, strengths, and needs and are culturally and gender responsive.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>D. Active Learning</b>	Students are not engaged in learning activities OR low-status/historically marginalized students are disproportionately disengaged.	Students are cognitively engaged in the learning activities and initiate or adapt activities to enhance understanding.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Learning activities enhanced by the different learning modalities in which students engaged with the lessons.
<b>E. Technology</b>	Students have no opportunities to use technology as part of the learning or assessment process.	Students use technology when engaging in learning or the demonstration of their learning.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed During the collection of data, the observation phase, students were allowed to utilize their cell phones to capture the data.



## 9. Students experience effective classroom management and discipline.

Source of Evidence: **Classroom Observation**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Use of Classroom Materials</b>	Students use the classroom space and materials with little regard for order and others.	Students find, use, and return classroom materials respectfully and efficiently with regard for order and others.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>B. Equitable Discipline</b>	Some students, such as low-status/historically marginalized students, are disproportionately disciplined in comparison to other students.	Students are fairly and equitably disciplined.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>C. Transitions</b>	Students have limited success changing from one learning task to another without disruptions in the flow of learning.	Students move between learning tasks in an efficient manner.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed use of time used efficiently.
<b>D. Response to Interventions</b>	Students demonstrate little or no response to interventions.	Students positively respond to teacher suggestions and interventions in order to make adjustments to appropriate learning behaviors.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>E. Democratic Practices</b>	Students have limited opportunities to experience democratic classroom practices.	Students are engaged in democratic classroom management practices.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Use of equitable roles.

## 10. The teacher candidate and students engage in activities that assess student learning.

Source of Evidence: **Classroom Observation, documentation of student learning (e.g., formative or summative results)**

Criterion	Not Met	Met	Comments (evidence of performance)
<b>A. Alignment</b>	Students are not engaged in assessments that are aligned with learning targets.	Students engage in assessment activities that are aligned with learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>B. Multiple Modes and Approaches</b>	All students engage in the same assessment strategy to measure their performance.	Students engage in a variety of assessments that measure their performance relative to the learning targets.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>C. Feedback</b>	Some students receive limited feedback regarding their performance.	Students receive constructive, timely feedback based on assessment results.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed Feedback provided in the moment.



<b>D. Understanding of Assessment</b>	Students demonstrate a lack of understanding of the relationship between assessment activities and the learning targets.	Students demonstrate an understanding of the relationship between the assessments and learning targets.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed
<b>E. Self-Assessment</b>	Students are not involved in self-assessment related to the learning targets.	Students engage in self-assessment related to the learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>F. Student Reflection</b>	Students do not reflect on their performance relative to learning targets.	Students reflect on their performance in order to evaluate progress over time relative to learning targets.	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met <input type="checkbox"/> Not Observed
<b>G. Positive Impact on Student Learning</b>	Assessment results reflect insignificant learning relative to the learning targets by at least some students.	Assessment results show the expected amount of learning relative to the learning targets by all students.	<input type="checkbox"/> Met <input type="checkbox"/> Not Met <input checked="" type="checkbox"/> Not Observed

The Candidate ☒ has ☐ has not met all the standards and criteria of the Performance-Based Pedagogy Assessment.

June 1, 2016

*Phyllis Esposito, PhD*

Candidate Signature \_\_\_\_\_ Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_