**Contextual Factors**

**Rubric**

**TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning objectives, plan instruction, and assess learning.***

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| **Rating**  **Indicator** | **1**  **Indicator Not Met** | **2**  **Indicator Partially Met** | **3**  **Indicator Met** | **Score** |
| **Knowledge of Community, District, School, and Classroom Factors** | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. |  |
| **Knowledge of Characteristics of Students** | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (i.e., development, interests, culture, abilities/disabilities, etc.). | Teacher displays general knowledge of student differences (i.e., development, interests, culture, abilities/disabilities, etc.) that may affect learning. | Teacher displays general and specific understanding of student differences (i.e., development, interests, culture, abilities/disabilities, etc.) that may affect learning. |  |
| **Knowledge of Students’ Varied Approaches to Learning** | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn. | Teacher displays general knowledge about the different ways students learn. | Teacher displays general and specific understanding of the different ways students learn. |  |
| **Knowledge of Students’ Skills and Prior Learning** | Teacher displays little or irrelevant knowledge of students’ skills and prior learning. | Teacher displays general knowledge of students’ skills and prior learning that may affect learning. | Teacher displays general and specific knowledge of students’ skills and prior learning that may affect learning. |  |
| **Implications for Instructional Planning and Assessment** | Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications. | Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Teacher provides specific implications for instruction and assessment based on student individual differences and community, district, school, and classroom characteristics. |  |