Special Education Student Teaching Experience
Functional Work Sample Evaluation

PSU Student Name ________________________________________________________________
Age Range of Students ___________ Authorization Level: ☐ EC □ Elem □ MS □ HS
University Supervisor ____________________________________________________________
Work Sample Title ______________________________________________________________
Subject Area ____________________________ Grade(s) ________________________________

Instructions for Completing the Work Sample Evaluation:
This evaluation takes into consideration the completeness of the work sample (everything is there and in order), the accuracy and thoughtfulness with which it was developed and reflected upon, and the professional quality of its presentation. Review the contents of the work sample and rate each section using the criteria provided within this evaluation form. All sections of the work sample must have at least a “Proficient: meets criteria” rating to receive a passing grade. If a work sample needs revision, use the “Request for Work Sample Revision” form to specify necessary revisions. After the student makes necessary revisions, then re-evaluate the work sample, showing pre and post revision scores.

Section Scores

Components (OAR 584-017-0185):

<table>
<thead>
<tr>
<th>Components</th>
<th>Exemplary (4)</th>
<th>Proficient (3)</th>
<th>Meets Criteria</th>
<th>Emerging (2)</th>
<th>Minor Revision</th>
<th>Unsatisfactory (1)</th>
<th>Resubmission</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Context</td>
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<td>2. Goals (Objectives)</td>
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<td>3. Instructional Plans</td>
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<td>4. Data on Learning Gains</td>
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<td>5. Interpretation/Explanation of Data</td>
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<td>6. Uses of Data</td>
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<td>7. Attention to Academic Benchmark area</td>
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<td>8. Presentation</td>
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Overall Evaluation

Noteworthy (Gains are 60% or more)
Noticeable (Significant given the short time period)
Insignificant or no gains

(Evaluator’s signature) ____________________________ (date) ___________

(Evaluator’s signature) ____________________________ (date) ___________

Revisions necessary? ☐ No ☐ Yes (If yes, see attached “Request for Revisions” form)

☐ Work sample revisions have been reviewed and all sections meet the established criteria.

Evaluator’s initials ____________ Date: ____________
### SECTION 1: CONTEXT

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient: score of (3)</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
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</thead>
</table>
| **Background information:**
In addition to the criteria for *Proficient*, exemplary context section includes a discussion of cultural and linguistic diversity, the degree to which it is considered in classroom instruction, and those diversity factors (including ability/disability) to be considered in planning work sample instruction. | **Background information:**
- clearly written
- includes relevant information about the neighborhood/community
- describes the school (including size, facilities, support personnel, student enrollment, cultural makeup, and availability of technology)
- describes model(s) district/school uses to meet the educational needs of students with significant disabilities, the degree to which it is considered in classroom instruction, and those diversity factors (including ability/disability) to be considered in planning work sample instruction.
- describes the learning context of the class (number of students, physical space, classroom staffing)
- describes the roles of the teacher and instructional assistant(s)
- provides overview of focus student’s educational history, eligibility, medical history and recent educational evaluations (if available).
- describes IEP goals and specially designed instruction, related services, supplementary aides/services, modifications, accommodations, supports for school personnel as identified in the student’s IEP
- describes other factors considered as a part of IEP development: student’s assistive technology needs, communication needs, behavior support needs, limited English proficiency, vision or hearing impairments
- describes student’s daily academic and non-academic inclusion experiences in general education community (based upon an ecological inventory)
- describes student’s daily experience in specialized education settings, if applicable | **Background information:**
The section includes all elements required for *Proficient* (neighborhood, school, class, students, etc.), but information may be unclear or contain one or two small factual errors. Minor revisions required. |
| **Proficient** | | | **Background information:**
The section is incomplete and/or poorly written. Information may be inaccurate, stereotypical or irrelevant. Major revision and resubmission required. |
<table>
<thead>
<tr>
<th>Exemplary</th>
<th>IEP Case Study</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>IEP Case Study</strong></td>
<td>An exemplary Present Levels of Educational Performance (PLEP)/Present Levels of Academic And Functional Performance (PLAAFP) moves from general to specific, identifies measurable/observable strengths and needs, addresses how the student’s disability impacts performance in the general education curriculum, includes parent concerns, is written in terms parents can clearly understand, and is clearly linked to relevant assessment data.</td>
<td><strong>IEP Case Study</strong></td>
<td><strong>IEP Case Study</strong></td>
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<td>To meet criteria, the PLEP/PLAAFP: □ is clearly written, in terms that all members can understand □ is written in a professional tone and in 3rd person language □ identifies what the student is able to do and relevant conditions (___ is able to <em><strong>when provided with</strong></em>). □ identifies parent concerns and priorities □ describes how the student’s disability effects participation and progress in the general education curriculum □ describes assessment data related to current work-sample, including functional assessment data, academic/core curriculum data, and baseline data on related objectives □ includes clear statements that demonstrate a relationship to state standards (e.g., career-related learning standards, technology standards, academic standards, the arts, health, etc..) as appropriate to the focus student and the work sample content □ identifies assistive technology needs, communication needs, behavior support needs, limited English proficiency, vision or hearing impairments needs, and related service needs as appropriate for the focus student and work sample □ shows clear linkage between student’s PLEP/PLAAFP and related goals and objectives</td>
<td>The PLEP/PLAAFP includes all criteria required for Proficient, but some information may be unclear or include some inaccurate statements. Minor revisions required.</td>
<td>The PLEP/PLAAFP is not based upon valid assessment data or may be incomplete or poorly written. Major revision and resubmission required.</td>
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</tbody>
</table>
### SECTION 2: GOALS and OBJECTIVES

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<tr>
<th>☐ Exemplary</th>
<th>☐ Proficient</th>
<th>☐ Emerging</th>
<th>☐ Unsatisfactory</th>
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</thead>
</table>
| **Goals and objectives** are easily measurable; include high, reasonable expectations for mastery; and provide a sufficient number of objectives that logically lead to achievement of the annual goal. | To meet criteria, the annual goal and objectives must:  
☐ show a clear link to PLEP/PLAAFP & assessment  
☐ show a clear link to one or more state benchmarks/standards content areas  
☐ relate to a task analysis of a high priority, academic outcome (e.g., functional use of an academic skill within important life routines) or functional outcome (e.g., independent performance of a functional routine) for the student  
☐ state learning outcomes (not activities)  
☐ identify clear conditions for performance  
☐ identify observable behavior  
☐ identify measurable criteria for acceptable performance  
☐ identify evaluation procedures & schedule for evaluation  
☐ set criteria that indicate reasonable expectations for progress in one year’s time  
☐ include a sufficient number of objectives (at least two) to target progress toward the annual goal  
☐ include objectives for at least one related skill (e.g., communication, social) and one standards-related skill | The goal and objective(s) include all three parts (conditions, behavior, criterion), but conditions are unclear, the behavior is not observable/verifiable, or the criterion does not make sense as an indicator of mastery.  
Minor revisions required. | The goal and objective(s) do not link to the PLEP/PLAAFP or are not measurable.  
Major revisions and resubmission required. |
| Exemplary objective(s) are easily measurable, include high, reasonable expectations for mastery, and address all outcomes linked to the instructional plan. | Written rationale makes a very clear link between the instructional goal/objective(s) and recent assessment results, IEP goals and instructional objectives, and is explicitly linked to relevant state standards. | **Written rationale for goals & objectives:**  
☐ makes a link between the goal/objective(s) and the student’s PLEP/PLAAFP and/or recent assessment data  
☑ explains logical links between goal/objectives and student needs related to state standards and functional curriculum areas | |

**Written rationale** makes a very clear link between the instructional goal/objective(s) and recent assessment results, IEP goals and instructional objectives, and is explicitly linked to relevant state standards.
### SECTION 3: INSTRUCTIONAL PLANS *(Special Education)*

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<tr>
<th>Exemplary</th>
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</table>
| An exemplary instructional plan has an especially thoughtful instructional sequence/task analysis based upon the individual student’s strengths and needs and clearly explains procedures for use of relevant instructional strategies associated with this intervention (e.g. prompting strategies, discrete trial teaching, pivotal response training, etc.). | To meet criteria, the instructional plan must be:  
☐ linked to PLEP/PLA AFP, goal, & objective(s)  
☐ linked to baseline assessments, including (a) discrepancy analysis based on observation of at least one typical peer; (b) routine-based, task analysis data for a minimum of 3 trials; and (c) data for at least one related skill (e.g. communication, social) and one standards-related skill on a minimum of 3 trials  
☐ age appropriate for the student | The instructional plan contains all required parts, but may contain one or two parts that need clarification. Only minor revisions required. | The instructional plan is incomplete or contains serious flaws (e.g., task analysis is not logically sequenced, or the plan does not match the assessment information, goal, or objectives). Major revisions and resubmission required. |
| Exemplary instructional plans include age-appropriate, original ideas and are responsive to the cultural and linguistic needs of students. They may incorporate technology, as appropriate, in a way that enhances instruction. Modified instructional plans are included in response to changes in student response to instruction. | | | |
| The instructional plan must include:  
☐ a logical instructional sequence/task analysis  
☐ relevant cues  
☐ measurable student responses (must be appropriate for quantitative measurement)  
☐ prompts, prompting procedures, and procedures for fading prompts  
☐ correction and reinforcement procedures  
☐ any needed adaptations and supports (e.g. token reinforcement system, visual system, picture schedule, assistive technology, social story, PECS, other)  
☐ clear description of any additional instructional strategies associated with this intervention (e.g., discrete trial teaching, pivotal response training, etc.)  
☐ review/maintenance plan  
☐ generalization plan | | | |
<table>
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<tr>
<th>Exemplary</th>
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<th>Emerging</th>
<th>Unsatisfactory</th>
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<tbody>
<tr>
<td><strong>Instructional materials/activities:</strong>&lt;br&gt;Exemplary materials take into account the interests and learning characteristics of the students. Materials are culturally appropriate. Exemplary materials may demonstrate original ideas created by the practicum/student teacher. Exemplary arrangement of the environment incorporates principles of positive behavior support.</td>
<td><strong>Instructional materials/activities:</strong>&lt;br&gt;☑ uses instructional materials and activities that are functional for current &amp; future environments&lt;br&gt;☑ describes organization of the environment for instruction&lt;br&gt;☑ includes a description of purpose of the materials and how the materials are used</td>
<td><strong>Appropriate instructional materials are included, but their purpose and use may not be clearly described. Minor revisions required.</strong>&lt;br&gt;<strong>Supervisory plan:</strong>&lt;br&gt;☑ provides teaching guidelines and supervision for paraprofessionals who implement the plan</td>
<td><strong>Instructional materials are not appropriate or do not match instructional plan.</strong>&lt;br&gt;<strong>Supervisory plan:</strong>&lt;br&gt;Not clearly addressed.</td>
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<td><strong>Supervisory plan:</strong>&lt;br&gt;An exemplary plan of action provides for initial training on use of the instructional plan, teaching guidelines, and ongoing observation, feedback, and training of paraprofessionals.</td>
<td><strong>Supervisory plan:</strong>&lt;br&gt;☑ provides opportunities for same-age peer engagement, as appropriate</td>
<td><strong>Same-age peer engagement:</strong>&lt;br&gt;Not clearly addressed.</td>
<td><strong>Supervisory plan:</strong>&lt;br&gt;Teaching guidelines and supervision for paraprofessionals are not included.</td>
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<tr>
<td><strong>Same-age peer engagement:</strong>&lt;br&gt;Provides a plan for developing same-age peer engagement.</td>
<td><strong>Collaboration plan:</strong>&lt;br&gt;☑ provides plan for collaboration with general educator/s, related service providers, and/or others in relation to the instructional plan, as relevant</td>
<td><strong>Collaboration plan:</strong>&lt;br&gt;Not clearly addressed.</td>
<td><strong>Collaboration plan:</strong>&lt;br&gt;Not addressed.</td>
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<tr>
<td><strong>Collaboration plan:</strong>&lt;br&gt;Comprehensive, on-going plan for collaboration with general educator/s, related service providers, and/or others in relation to the instructional plan</td>
<td><strong>Instructional reflections:</strong>&lt;br&gt;To meet criteria, instructional reflections must:&lt;br&gt;☑ be recorded for each instructional session&lt;br&gt;☑ address the student’s response to instruction using specified data and criteria&lt;br&gt;☑ indicate recommendations for instructional changes that are consistent with data&lt;br&gt;☑ include an appraisal of teaching skills and methods&lt;br&gt;☑ indicate changes to be made in future instruction</td>
<td><strong>Instructional reflections may include most but not all of the elements listed under Proficient.</strong></td>
<td><strong>Instructional reflections are incomplete (not included for all sessions) or superficial. Major revisions and resubmission required.</strong></td>
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<td><strong>Instructional reflections:</strong>&lt;br&gt;Exemplary instructional reflections identify strengths and weaknesses of the instructional plan and consider specific plans for instructional changes based on the data.</td>
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### SECTION 4: DATA ON LEARNING GAINS

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<th>☐ Exemplary</th>
<th>☐ Proficient</th>
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<th>☐ Unsatisfactory</th>
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<tbody>
<tr>
<td>In addition to the criteria for <strong>Proficient</strong>, exemplary assessment tools/data collection would be clearly linked to goal/objectives, provide very clear directions for data collection, be efficient, and be presented in a neat, uncluttered, attractive format. Exemplary data is collected consistently and in an efficient manner. Exemplary data collection systems document accuracy and reliability in data collection. Exemplary presentation of data would include comprehensive evidence that the data was reviewed and considered through each phase of implementation of the instructional plan.</td>
<td>To meet criteria, data collection must: ☐ match the conditions, behaviors, and criteria in the annual goal and short-term objectives ☐ provide very clear directions for data collection/assessment administration procedures ☐ provide for efficient data collection ☐ provide a clear, readable format for data collection ☐ include clear criteria for scoring acceptable/incorrect responses ☐ include clear explanation of data code, if a data code is used</td>
<td>Data collection matches goal/objectives but may be incomplete in description of administration or scoring procedures. Minor revisions required.</td>
<td>Data collection does not match conditions, behavior, and/or criteria of goal/objectives.</td>
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<td>Presented data includes at least 3 baseline data measures of performance prior to intervention ☐ include at least a 2-week period of time and at least 6 quantitative data points, collected across at least 6 instructional days ☐ include <strong>qualitative</strong> data (comments) recorded after each of 6 instructional sessions</td>
<td>Presented data includes at least a 2-week period of time and 6 data points, but may not be presented in a clear format or include clear explanations of criteria for correct/incorrect or data code.</td>
<td>Presented data does not represent a 2-week period of time or 6 formative data points or is not accurately recorded. Major revisions and resubmission required.</td>
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**SECTION 5: INTERPRETATION/EXPLANATION OF LEARNING GAINS**

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| **Exemplary** evaluation of student learning would include data for 6 or more instructional sessions and provide evidence of improvement in student performance when instructional changes were made. | To meet criteria, evaluation of student learning must:  
☐ document evaluation for each instructional session  
☐ provide notes regarding data based decisions  
☐ summarize data so that it can be easily used to determine if progress occurred or if criteria are met  
☐ include revised lesson plans that demonstrate changes in instruction based on the data | Evaluation of student learning is recorded weekly and correctly identifies learning trends, but instructional decisions may not always be made according to decision rules.  
Graph:  
☐ graph is clear & easy to visually analyze and interpret, even by an independent reader  
☐ uses standard conventions for charting (instructional phases and steps are clearly and accurately labeled; trend line/line of progress is clearly identified on the graph)  
☐ phase changes reflect a correct analysis of trends | Evaluation of student learning is not done systematically nor does it inform instructional decisions.  
Graph:  
☐ graph may not use all desired conventions for charting (labeled axes, CAP, aim line, step changes, alterations), or be easy to interpret. Minor revisions required. |

**Graph:**  
An exemplary graph would use standard graphing conventions and provide for interpretation of trend, aim/lines of progress, means and levels across phases.  
Phase changes will demonstrate a thoughtful analysis of changes in level, trend, means, and variability across phases.  
Summary:  
☐ A clearly written paragraph thoughtfully summarizes quantitative and qualitative indicators of student learning.  
Graph:  
☐ A clearly written paragraph thoughtfully summarizes quantitative and qualitative indicators of student learning. |  
Summary:  
A written summary of student learning is provided, but it is not clearly connected to quantitative and qualitative indicators.  
Graph:  
☐ An interpretable graph, summarizing the data collected, is not provided. |  
Summary:  
Written summary does not clearly address student learning related to the instructional plan. |
### SECTION 6: USES OF THE DATA

<table>
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<tr>
<th>☐ Exemplary</th>
<th>☐ Proficient</th>
<th>☐ Emerging</th>
<th>☐ Unsatisfactory</th>
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<tr>
<td>Exemplary final reflections would describe how the instructional methods were related to student learning, would provide specific recommendations for improvement of instruction and describe methods and materials recommended to the cooperating teacher.</td>
<td>To meet criteria, the final reflection must:  - use analysis of quantitative and qualitative data to thoughtfully discuss successes and challenges over the course of work sample teaching  - discuss unexpected events and outcomes  - include recommendations for future generalization when simple acquisition has been attained  - identify implications and recommendations for instruction after the work sample  - include reflection on self as an educator  - describe professional growth of the practicum student/student teacher and important learning during the overall experience</td>
<td>The final reflection includes most, but not all of the components required for a proficient rating. Minor revisions required.</td>
<td>The final reflection does not thoughtfully discuss the successes and challenges in completing the work sample. Major revisions required.</td>
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Exemplary reflections also include strategies for generalization to additional environments (e.g., other classes, home, community, etc.) and additional applications for newly acquired skills/routine.

Exemplary reflections demonstrate the application of reflection to identify goals for future professional development.
## SECTION 7. PRESENTATION

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</thead>
</table>
| Exemplary work sample appearance offers the reader a neat, organized and easy-to-navigate final product. Extra effort is given to appearance with attractive graphics or photographs. | To meet criteria, the work sample must:  
- provide a final product that has a professional appearance  
- be organized with title page and dividers for each of the specified sections  
- include a table of contents, with page numbers  
- have correct spelling, punctuation and grammar throughout  
- be typed, throughout the document  
- maintain confidentiality for students and staff  
- have one-inch margins on all four sides of each page  
- submit two copies (one electronic) | The work sample overall is neat and well organized, but may contain more than 2 or 3 spelling, punctuation, grammatical, or formatting errors. Minor revisions required. | The work sample overall is not neat or well organized or may contain more than a few spelling, punctuation, and/or grammatical errors. Major revisions required. |
Request for Functional Work Sample Revisions

Student: _______________________________________________________
Evaluator: _______________________________________________________
Date: ________________     Timeline for completing revision(s): ___________

<table>
<thead>
<tr>
<th>Section/page</th>
<th>Description of requested revision(s)</th>
<th>Done?</th>
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Please attach this page to the revised work sample sections and submit to cohort leader(s).

☐ I have completed all of the requested work sample revisions.

_____________________________________________________        ___________________
Student signature