The Purpose of Work Samples

Oregon Administrative Rules (OARs) require that each teacher candidate “provide evidence of effectiveness to foster student learning” (OAR 584-017-0185). Work samples are a way of providing evidence that our candidates can plan and conduct instruction in a way that benefits students. Oregon Teacher Standards and Practices Commission (TSPC) requires teaching candidates for licensure and a Special Educator endorsement to prepare two work sample portfolios. These work samples also provide an opportunity for candidates to apply the planning and assessment skills they have acquired in their academic methods classes to a unit they do with PK-12 students.

Conceptual Framework for Evaluation

Both state standards and the GSE’s own mission and goals, establish the framework for evaluation.

State standards. Oregon TSPC (OAR 584-017-0185) requires that a work sample contain:

(a) **Context** (description of the school, classroom, community, and students).

*The OAR specifies that learners with special needs, TAG learners, ESL/ELL students and learners from diverse cultural and social backgrounds should be described, adaptations for their learning needs discussed, and prerequisite skills required for the unit considered.*

(b) **Goals** for the instructional unit

*The OAR specifies that the learning goals be written for a unit that lasts from two to five weeks and are varied in kind and complexity. They should include concept attainment and the application of knowledge and skills.*
(c) **Instructional plans**

Unit and lesson plans should be aligned with the unit goals and lesson objectives appropriate for students in the instructional group and include differentiation of instruction for all students.

(d) **Data on learning gains** for each student in the group you teach

The OAR states that assessment data should be analyzed for each student and summarized in relation to students' level of knowledge prior to instruction.

(e) **Interpretation/explanation** of the data on learning gains

This could also be an explanation of why instruction seemed to result in few gains.

(f) **Uses of the data**

Here the candidate describes the uses to be made of the data in planning subsequent instruction and reporting student progress to the students and their parents.

(g) **Attention to literacy**

Literacy may be the focus of the lesson or integrated within content area instruction.

We ask our students to organize their work sample around the seven elements listed above.

**PSU’s own standards.** State standards are reflected well in the GSE’s own vision and goals. The GSE’s vision statement is: Preparing professionals to meet our diverse communities’ lifelong educational needs. Our four goals areas are:

1. Diversity and Inclusiveness:
   - to work in diverse settings (1.1)
   - to promote inclusive and therapeutic environments (1.2)
2. Research-Based Practices and Professional Standards
   - to critically analyze and implement research-based practices (2.1)
   - to demonstrate appropriate professional knowledge, skills, and dispositions (2.2)
3. Impacting Learning and Development
   - to ensure all learners and clients succeed (3.1)
   - to use technology to enhance learning (3.2)
   - to influence policy and provide leadership for organizations (3.3)
4. Evidence-Informed Decision Making
   - to use evidence to address problems of practice and make educational and therapeutic decisions (4.1)
The Rubrics: Unsatisfactory, Emerging, Proficient, Exemplary

The work sample evaluation is part of a GSE-wide assessment system. To allow comparison of different data sets, the Assessment Task Force adopted a common four-point rating system for almost all of our assessments. The general meaning of each rating is given below:

**Unsatisfactory:** The student teacher does not appear to understand the concepts underlying the component. Work on the fundamental practices associated with the element is required to enable growth in this area. The student teacher will not be recommended for licensure at this level.

**Emerging:** The student teacher appears to understand the concepts underlying this component and attempts to implement its elements. However, implementation is intermittent and/or not entirely successful. Additional assistance may enable the candidate to become proficient in this area. The candidate will need some guidance and more practice to be successful in planning and carrying out this aspect of the unit.

**Proficient:** The student teacher clearly understands the concepts underlying the component and implements it well. This implementation is consistent and effective. More experience and some mentoring will help the candidate become a very good teacher.

**Exemplary:** The student teacher has demonstrated exceptional skill in this area. The candidate clearly has the potential to be an outstanding teacher. Very few candidates will earn this rating.

Remember that it is acceptable, and in many cases expected, that the student’s skills are just emerging in some areas of teaching performance. Also keep in mind that very few beginning teachers are exemplary.

The candidate receives one of these ratings for each section of the work sample. The work sample evaluation has specific descriptions (or rubrics) for each of
the ratings in each section. For example, the rubrics for Section 2 Goals look like this:

<table>
<thead>
<tr>
<th>SECTION 2: GOALS (OBJECTIVES)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>The objective(s) do not match the focus of instruction or is flawed in more than one respect. Major revisions and resubmission required.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

In each section, begin by looking at the indicators for Proficient. If not all indicators are present, move to the Emerging column. If all indicators for Proficient are met, move to the Exemplary column. For the sake of consistency, and in the interest of fairness, it is very important to base your rating as closely as you can to the description in the rubrics.

CHECKPOINT

1. As the directions above suggest, start by reading the rubrics for Proficient in the example above. In terms of unit objectives, what is the difference between Proficient and Emerging?

2. What is the difference between Proficient and Exemplary (again in terms of unit objectives?)
SECTION 1. Context

Sunny Park Middle School is the only middle school in the Sunny Park District northeast of Portland, Oregon. It serves students in grades 6 through 8. Currently there are around 860 students enrolled at the school. The students at Sunny Park come from a wide variety of backgrounds. There are at least 14 native languages spoken, and 17% of the student body is considered to be learning English as a second language.

Ethnically, 58% of the students are Caucasian, 13% are African American, 11% are Hispanic, 16% are Asian or Pacific Islanders, and 2% are Native American. The school demographics for Sunny Park are more diverse than the city of Portland, where Caucasians make up 76 percent of the population.

Economically, more than half the students qualify for the free or reduced meals program. Only 40% of the students live in homes with both of their parents. About 2% of the Sunny Park students are homeless. Slightly more than 13% qualify for special education services.

The 7th and 8th grade classes at Sunny Park Middle School are set up on a block schedule. Students attend four academic classes: math, science, language arts, and social studies. They also participate in a homeroom class, an art or technology class, and an elective of either music or PE. With the block schedule, students have all their classes on Mondays, Tuesday and Thursdays. Wednesdays are half-days, so students only have their last two block classes. On Fridays, students attend only their first two blocks; the rest of the time they have an extended homeroom and there is a period dedicated to catching up on missing work, which is used for fun activities for students who are caught up in all their class work.

Sunny Park attempts to integrate students receiving special education services into the general education classroom as much as possible. All of the students are assigned to specific general education classes. They do, however, get pulled from those classes from time to time for extra support in a resource room. At
other times, a special education teacher or instructional assistant goes into the general education class to give additional support.

The Role of the Cooperating Teacher

My cooperating teacher is one of six special education teachers at Sunny Park Middle School. As a special educator, she is responsible for creating the Individual Education Plans (IEPs) for students. She is involved in assessing the needs of each student, both to evaluate them for special education services and to best plan how to meet their instructional needs.

My cooperating teacher runs one of the homeroom classes at the start of the day. This involves informing students of all upcoming events and announcements which they need to know.

My cooperating teacher spends about 4 to 5 hours of her week co-teaching in a general education classroom. She also spends 10 or 15 hours a week involved in more individualized instruction in the resource room setting for students who are struggling. She is given copies of the assignments for all of the general education classes so that she can assist with modifying them for the students on IEPs.

Beyond the instruction she provides, my cooperating teacher takes part in many groups both in the school and district-wide. She goes to school-wide staff meetings led by the principal every other Wednesday and monthly meetings with the other 7th grade teachers facilitated by a lead teacher from that grade. My cooperating teacher also attends weekly meetings with the Student Intervention Team, a group of staff that works to make sure the behavioral needs of the students were being addressed. She also takes part in the committee that focuses on Positive Behavioral Supports, making sure that the social environment of the school fosters positive student attitudes and behavior. She meets once a month with special education staff from around the whole district.

Finally, many of the supports that the students receive require that the cooperating teacher keep ongoing communication with their families. For many of the students, this means calls home weekly or more than once a week. There are two students with whom the teacher is in nearly daily contact with the families. The requirement for progress reports of student achievement is four times yearly, at the same time as quarterly grades go out.

The Instructional Assistants

There are three instructional assistants working with the 7th grade special education team. One of these assistants works as a one-on-one aide for a student who has some severe physical disabilities and needs assistance. That assistant attends all classes with the student, as well as lunch and the passing periods. The other two assistants work primarily with 6 students who are on IEPs.
The instructional assistants provide additional assistance to students who struggle in academic areas. This can be re-explaining math problems again in a small group setting after a lecture, additional assistance on a homework assignment, or reading out loud to a student so that they understand the material they are learning.

Not attending to what is happening in the class and exhibiting disruptive behavior are consistent problems for many of the students. The instructional assistants can be on hand to help keep students focused on their work in some of their more difficult subject areas. The instructional assistants also stay after the end of the school day to facilitate the homework club many students attend.

The Students

At Sunny Park Middle School 32 7th graders currently have IEPs, and two or three other students who transferred from other districts are being evaluated for special education eligibility. The two 7th grade special education teachers are each responsible for half this group, but they work as a team and end up providing support to many of the students not on their caseload. Some of the services provided are academic, mainly in math and literacy, but other supports are more geared towards general organization and behavior management.

The two most common reasons students are receiving special education services at Sunny Park Middle School are classifications of Specific Learning Disabilities and Other Health Impairments (usually for ADHD). There are also a few students with Behavioral Disorders, two students on the Autism Spectrum, and one student diagnosed with Mental Retardation.

The academic services are provided in many ways. Both the special education and general education teachers spend time working with students who are struggling. Students also work with instructional assistants who work with individual students and small groups within the general education classroom. Students also come to the resource room, where general education students as well as students on IEPs receive assistance when the activities in the general ed classroom are above their instructional level. Many assignments and tests are modified in difficulty or length to facilitate student success.

I am working with a group of five 7th grade students who have all been identified as low readers. All five have current IEP goals addressing reading. Three of the students are categorized as having learning disabilities, one is categorized with mental retardation, and one is categorized as other health impaired with ADHD. All five students speak English as their primary language. Two days a week, they come during their elective to a small conference room next to the school library to take part in my REWARDS group and receive additional instruction.


**IEP Case Study**

**PLEP**

Adam is a polite and outgoing 7\textsuperscript{th} grader who gets along well with both his peers and adults. He is dedicated to completing his assignments and turning them in on time, even when the work is difficult for him. Adam attends homework club on a regular basis for additional support and help. Adam’s parents are concerned that Adam will fall further behind in his classes as he progresses through school, due to the increased emphasis in reading. He recently read a 3\textsuperscript{rd} grade passage from the Informal Reading Inventory at 52 wpm with 97% accuracy. When asked questions about the passage, he answered with 100% accuracy. During the inventory, Adam paused and corrected himself several times, usually around words longer than two syllables. Adam was also presented with a list from the \textit{REWARDS} pre/posttest. When asked to read these words aloud, Adam only read one word successfully, and correctly pronounced 15 out of 78 word parts.

**Annual Reading Goal**

Within one year, when given a 4\textsuperscript{th} grade passage from the Informal Reading Inventory, Adam will read out loud with a speed of at least 65 wpm and verbally answer questions about the passage with 90% accuracy.

**Reading Objective**

Within 3 months, after receiving direct instruction on decoding multi-syllable words, Adam will correctly read out loud from the \textit{REWARDS} pre/posttest with 80% accuracy.

**Rationale for the Goal**

Adam has been identified as a struggling reader, especially around fluency and decoding multi-syllable words. Reading fluently and decoding long multi-syllable words will be necessary to access curriculum information in most secondary classes. If Adam can gain strategies that make it easier for him to read longer words, it will help him read more fluently, as well as help him decode the specific words. The more fluently Adam reads, the more attention he can give to understanding the meaning of what he is reading.
Section 1: Context

Criterion: Context

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTEXT</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

**Exemplary**

- 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
- 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 aids/services, modifications, accommodations, supports for school personnel as identified in the student’s IEP

* (continued on next page)

**Proficient**

- 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.

**Emerging**

- The section is incomplete and/or poorly written.
- Information may be inaccurate, stereotypical or irrelevant. Major revision and resubmission required.
IEP Case Study
An exemplary PLEP: * moves from general to specific, * includes strengths and weaknesses, * addresses how the disability impacts performance in the general education curriculum, * includes parent concerns, * is written in terms parents can clearly understand, and * is supported by relevant, measurable data. Goals and objectives are easily measurable, include high, reasonable expectations for mastery, a sufficient number of objectives to target progress toward the annual goal.

*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.

IEP Case Study.
The section includes all criteria required for Proficient, but information may be unclear or inaccurate. The PLEP is not measurable or clearly related to literacy; or the goal and objectives may not have conditions, behaviors or criteria that measurable. Minor revisions required.

IEP Case Study
PLEP, goals and/or objectives may be incomplete or poorly written. Major revision and resubmission required.

IEP Case Study
To meet criteria, the present level of educational performance (PLEP) must be: * clearly written, * related to work sample literacy objectives, and * supported by relevant, measurable data. The annual goal and objectives must contain: * clear conditions, * verifiable behavior, * measurable criteria, * goal date, and * clear link to PLEP and assessment results.
UNIT PLAN

SECTION 2. Goals (Objectives)

Supervisor: Eldon Everest    Grade: 7th    Project Start Date: 10/30
Number of students: 5    Ages: 12-13    Disabilities: OHI, LD, MR

Topic of Work Sample

Overt and covert strategies for decoding multi-syllable words. The unit will include phonics review and some strategies for using suffixes and prefixes to decode meaning.

Unit Behavioral Objective

When presented with a list of 20 multi-syllable words, students will be able to correctly say the words out loud with 90% accuracy.

Rationale for Objective

The five students in this group have been identified as struggling readers. An informal assessment by the cooperating teacher revealed that the students do not have good strategies for sounding out long words. Reading and decoding long multi-syllable words will be necessary to access curriculum information in most secondary classes.
**Section 2: Goals (Objectives)**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOALS</td>
<td>☑️ 1</td>
<td>☑️ 2</td>
<td>☑️ 3</td>
<td>☑️ 4</td>
<td></td>
</tr>
</tbody>
</table>

**Exemplary unit objective(s) are easily measurable, include high, reasonable expectations for mastery, and would address all outcomes linked to lesson activities.**

The rationale makes a clear link between the unit objective(s) and students' IEP goals and objectives and/or recent assessment data.

**To meet criteria, the unit objective(s) must**
- * be related to district or state literacy standards,
- * stated as learning outcomes (not activities), and contain:
- * conditions related to important instructional factors,
- * an observable, verifiable behavior, and
- * a measurable criterion.

**The objective(s) do not match the focus of instruction or is flawed in more than one respect. Major revisions and resubmission required.**

**The objective(s) include all three parts (conditions, behavior, criterion), but conditions state the obvious or the behavior is not observable or verifiable, or the criterion does not make sense as an indicator of mastery. The objective may not be measurable. Minor revisions required.**

**The objective(s) do not match the focus of instruction or is flawed in more than one respect. Major revisions and resubmission required.**
UNIT PLAN (continued)

SECTION 3. Instructional Plans

Sequence of Steps to Reach Unit Objective

1. Given a list of 10 words, the students will correctly underline vowels within multi-syllable words with 80% accuracy.

2. Given a list of 10 words, the students will correctly circle the word parts with 80% accuracy. (Examples of word parts include prefixes such as “pre” or “con,” and suffixes such as “ment” or “tion.”)

3. Given a list of 10 words, the students will successfully say the sound of each work part with 80% accuracy.

4. Given a list of 10 words, the students will correctly read the words out loud by blending the sounds of each word part together with 80% accuracy.

Prior Knowledge or Prerequisite Skills Needed

For reading multi-syllable words correctly, knowledge of all vowel sounds and recognizing the difference between consonants and vowels is necessary. The REWARDS program is recommended for students who have mastered the basic reading skills consistent with the 1st and 2nd grade level.

Plan for Review

Review from previous lessons is built into the REWARDS program.

Plan for Generalization

After every few lessons, we will play a game of word Go Fish, where students have cards that represent word parts and try to make complete multi-syllable words from the parts. Students will have opportunities to practice these skills with readings from other classes such as social studies and science.

Progress Measures (pre/post and formative)

Students will be given the pretest from REWARDS before instruction begins. After instruction, students will be given the same test to see if improvement has been made. Formative data will be taken at the end of each lesson to track student performance.
Lesson 1

Date 10/30/06  Students FF, RF, MP, AT, AW
Time 11:35-12:05

Topic  Vowel Blends: ay, ai, au

Objective: After receiving direct instruction around specific vowel blend sounds and breaking words into word parts, students will successfully underline the vowel sounds in multi-syllable words with at least 80% accuracy.

Opening:
Gain attention!
Review:
Go over the five vowels.
Orally review syllables with students.
Say word parts that students blend into words.

Materials and Preparation
1) Overhead transparency
2) Overhead Pen
3) Student workbooks
(REWARDS lesson 1)

Body of Lesson: (See attached sheet for word part examples used.)

Procedures & Activities Specific examples/questions

Model:
Teach vowel blend sounds ay, ai, au. I say the sounds, then the students say the sounds.

Model on overhead underlining vowel sounds, breaking words into word parts. Pay attention to the fact that two vowels can make one vowel sound.

Prompt:
Have students read orally from a list of word parts.

Have students underline vowel sounds in each word parts. Remind students that each word part has one vowel sound.

Present students a list of ten words with between one and three word parts. Students underline vowel sounds.

Check:
Look at student work. Make sure that all vowel sounds are underlined with at least 80% accuracy. Go over any needed corrections with students.

Closing/Transition:
Remind students when next meeting time will be. Thank students for active participation.
Next time we meet we will work on circling word parts. Students go to next class.

Follow-up Activity/Independent Work:
Students will have a chance to use decoding skills in their reading assignments in all other classes.
Lesson 1

Materials Needed:

- Lesson 1 from the Student Book
- Overhead Transparency 1
- Washable overhead transparency pen
- Paper or cardboard to use when covering the overhead transparency
- Paper or cardboard for each student to use during spelling dictation

Preparation:

Write the following words on the chalkboard or overhead transparency:

- intentionally
- unconventionality
- inventiveness

INTRODUCTION

1. In the next few weeks, we are going to learn a strategy for reading longer words. You will learn to figure out words such as (point to each word on the chalkboard or overhead) intentionally, unconventionality, and inventiveness.

2. In which of your subjects do you have to read longer words? (Call on several students.)

3. Please turn to the first page in your Student Book.

4. Listen as I read the letter from the authors. (Read the letter from the Student Book.)

5. Now, we are going to learn the skills that you need to read longer words. Then we will practice reading longer words.

Photocopies from published materials like this are included throughout the lesson unit
ACTIVITY A: Oral Activity—Blending Word Parts Into Words

**Activity Procedure:** In this activity, students learn to hear words pronounced part by part by part, before they blend the word parts together to make a real word. Say each word, pausing between the word parts, then have students blend the parts together and say the whole word.

1. Open your *Student Book* to Lesson 1.
2. Listen. I am going to say the parts of a word. You are going to say the whole word. Listen. (Say the word, pausing completely between the word parts.)
   tea spoon ful. What word? __
3. (Repeat with the following examples)
   - sec re-tar y
   - in dis tinct
   - ad min is ter
   - in ter mis sion
   - fas cin a tion
   - ex tra va gant

ACTIVITY B: Vowel Combinations

<table>
<thead>
<tr>
<th>ay</th>
<th>ai</th>
<th>au</th>
</tr>
</thead>
<tbody>
<tr>
<td>(say)</td>
<td>(rain)</td>
<td>(sauce)</td>
</tr>
</tbody>
</table>

**Activity Procedure:** In this activity, students learn the sound to say when they see a combination of letters. Have students point to the letters in their *Student Books*. Tell students the sound as it is pronounced in the key word. Have students practice saying the sounds.

1. Find Activity B. We are going to learn some sounds. You may know some of them already.
2. Look at the box. Point to the letters a-y. The sound of these letters is usually /ə/. What sound? __
3. Point to the letters a-i. The sound of these letters is usually /æ/. What sound? __
4. Point to the letters a-u. The sound of these letters is usually /aw/. What sound? __
5. Go back to the beginning of the line. Say the sounds again. What sound? __
   Next sound? __
   Next sound? __
Lesson 1 reflection

The first lesson seemed to flow really well. All five students seemed to be interested and engaged well in the lesson. Even after knowing some of the low results of the pre test, I was surprised that some of the students did not always know vowel sounds like “a” and “i” in isolation. I ended up going back over some parts of the lesson more than I expected when I read through it on my own. This did not upset the flow of the lesson. I did not to do any transition activities, because as I was finishing taking my weekly data it was time for the students to head to their next class.

In looking at the REWARDS program, I thought that the scripted nature of the program might feel too dry and forced. However, the students seemed to buy into my lesson very well. Because they need the direct instruction around vowel blends and blending word parts together into words, the material will not be too repetitive.
Lesson 2

Date 11/1/06     Students FF, RF, MP, AT, AW
Time 11:35-12:05

Topic  Vowel R combinations: er, ir, ur, ar

Objective: After receiving direct instruction around specific vowel-R sounds and recognizing word parts such as prefixes and suffixes, students will correctly circle the individual word parts of multi-syllable words with at least 80% accuracy.

Opening:
Gain attention!
Review:
Go over vowel blends ay, ai, au.
Review underlining vowels sounds.
Each word part has one vowel sound.
Say word parts for students to blend into words.

<table>
<thead>
<tr>
<th>Materials and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Overhead transparency</td>
</tr>
<tr>
<td>2) Overhead Pen</td>
</tr>
<tr>
<td>3) Student workbooks</td>
</tr>
<tr>
<td>(REWARDS lesson 2)</td>
</tr>
<tr>
<td>4) Cardboard to cover overhead</td>
</tr>
</tbody>
</table>

Body of Lesson: (See attached sheet for word part examples used.)

Procedures & Activities

Model:
Teach vowel-R sounds er, ir, ur au and vowel conversions a, i, and o. I say the sounds then the students say the sounds.

Model on overhead underlining vowel sounds and circling word parts.

Prompt:
Have students read orally from a list of common prefix and suffix word parts.

Present students with a list of multi-syllable words. Students underline vowel sounds and circle word parts.

Check:
Look at student work. Make sure word parts are circle with at least 80% accuracy. Go over any needed corrections with students.

Closing/Transition:
Introduce word-match bingo. Give students a set of cards that have word parts like “pro” “dis” “play” or “claim.” Students listen as I read words from a list, and try to use word parts to make that word. Toads are awarded to the first student to make five words.

Follow-up Activity/Independent Work:
Students can use this strategy to decode unfamiliar words in reading across academic settings. Remind students not to underline words in books that don’t belong to them.
Lesson 2 reflection

There was some confusion about when and how often the group was scheduled to meet between the students, my cooperating teacher and me. Because the students need to be in a group for the lesson, the only time that it is possible to get the group together is during an elective period. Therefore, two days a week the students are missing either PE or music, which are classes they enjoy going to. One of the students complained today during class, and afterwards that being in the group was punishment. The cooperating teacher explained that the reading skills that could be learned were very important, and the student agreed that she did want to improve her reading. However, the teacher warned me that this student may continue to be resistant to the instruction, because that is a baseline behavior across many classes.

In terms of the lesson today, it went well, though not quite as smooth as the first lesson. The students still participated in the lesson, though I started losing some of their attention at the end. It helped a lot using the card game today, because that got all the students back and engaged in the lesson. On the whole, due to some of the low pre-test scores, I think that these lessons might be little bit above the instructional level of some of the students. Because it is such a small group, I will try to slow down the lesson and give everyone time to grasp what is being taught.

Four more unit lessons like this follow.
# Section 3: Instructional Plans

## Criterion: INSTRUCTIONAL PLANS

<table>
<thead>
<tr>
<th>Performance Rating</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exemplary unit plans</strong></td>
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<td>☑️ 2</td>
<td>☑️ 3</td>
<td>☑️ 4</td>
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</table>

Exemplary unit plans have an especially thoughtful sequence of skills with item examples. It may include an original assessment plan that goes beyond the less creative paper-pencil task. The unit may incorporate a behavior plan. Original ideas for providing review and promoting generalization are included.

To meet criteria, the unit plan must have: * steps that follow a logical sequence (logical groupings, easiest to most difficult, most frequent to least frequent, etc.), * steps written as intermediate objectives (correctly written), * the prior knowledge or preskills necessary for beginning the unit, * a plan that describes how you will assess students' learning gains that is closely linked to the unit objective, * a plan for providing review, * a plan for promoting generalization.

The unit plan contains all required parts, but may contain one or two parts that are flawed. Only minor revisions required.

The unit plan is incomplete or contains serious flaws (e.g., instructional steps do not lead to the unit objective, or the assessment plan does not match the focus of instruction). Major revisions and resubmission required.

| **Lesson plans** | ☑️ 3 | ☑️ 4 | |

Lesson 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 lessons are included in response to changes in student response to instruction.

To meet criteria, lesson plans must: * correspond to steps in the unit plan sequence, * begin with a correctly written lesson objective, * reflect instructionally sound ideas that are clearly linked to the objective, * include descriptions of modeling and prompted practice when new skills are introduced

Lesson plans contain all required parts, but may contain one or two parts that are flawed. Only minor revisions required.

Lesson plans are incomplete or contain serious flaws (e.g., activities do not support the lesson objective or reflect sound research-based practice). Major revisions and resubmission required.
<table>
<thead>
<tr>
<th>Exemplary lesson reflections</th>
<th>To meet criteria, lesson reflections must: * be included for each lesson, * address students’ response to instruction using data and criteria specified in lesson objective, * indicate recommendations for instructional changes that are consistent with data, * include an appraisal of own teaching skills and methods, and * indicate changes to be made in future lessons when needed.</th>
<th>Lesson reflections may include most but not all of the elements listed under Proficient.</th>
<th>Lesson reflections are incomplete (not included for all lessons) or superficial at best. Major revisions and resubmission required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary materials take into account the interests and learning characteristics of the students. Illustrations and examples are culturally appropriate. Technology is incorporated as appropriate. Exemplary materials may represent original ideas created by the practicum student teacher.</td>
<td>To meet criteria, lesson materials must * be clearly linked to lesson objectives, * be age-appropriate, * include a description of how the material is used (including directions to the students).</td>
<td>Appropriate lesson materials are included, but may not be clearly labeled as to their purpose and use. Minor revisions required.</td>
<td>Lesson materials are not appropriate or do not match lesson objectives.</td>
</tr>
</tbody>
</table>
Also assess *Attention to Literacy* after reading the unit and lesson plans.

### Section 7: Attention to Literacy

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY</strong></td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>☐ 1</td>
</tr>
</tbody>
</table>

In addition to meeting criteria for Proficient, the work sample focuses intensively on reading and requires that students use higher-level thinking in the employment of literacy strategies. Students spend a major portion of instruction time actually reading and writing.

The focus of the work sample is an appropriate literacy skill based upon *the content requirements of district curriculum and * state standards. *Reading is either the primary focus of the lessons or at least one focus if lessons address more than one literacy skill.* The candidate shows knowledge of literacy curriculum in choosing research-based methods of teaching the skill.

The work sample focuses on a literacy skill appropriate to students’ needs, but in a way that does not show expert knowledge of literacy curriculum. The focus on reading may be too small relative to the majority of activities.

The work sample does not address literacy or only in an indirect way. Lessons include no explicit teaching of literacy skills.
Words Read Correctly Pre and Post Test Data

PreTest Correct Words
Post-test Correct Words

Students

Percentage
Word Parts Read Correctly Pre and Post Test Data

Percentage

Students

Pretest Word Sounds
Posttest Word Sounds
Daily Performance Chart

Pupil: F.F.  Teacher: ____________________________

Unit Terminal Objective: When presented with a list of 20 multi-syllable words, students will correctly say the words out loud with 80% accuracy.

Cap: 80%  Change when: 2 days under cap

<table>
<thead>
<tr>
<th>Sequence Step/Objective</th>
<th>Daily Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Given a list of 10 words Students will correctly underline vowels within multi-syllable words with 80% accuracy.</td>
<td>Date 10/30  Score 80</td>
</tr>
<tr>
<td>Given a list of 10 words, students will correctly circle the word parts with 80% accuracy.</td>
<td>Date 11/1  Score 100</td>
</tr>
<tr>
<td>Given a list of 10 words, students will successfully say the sound of each word part with 80% accuracy.</td>
<td>Date 11/8  Score 80 11/13  Score 100</td>
</tr>
<tr>
<td>Given a list of 10 words, students will correctly read the words out loud, by blending the sounds of each word part together with 80% accuracy.</td>
<td>Date  Score  Score</td>
</tr>
</tbody>
</table>

![Graph showing progress over time with specific dates marked for Step 1, Step 2, and Step 3.]
Weekly Interpretation of Learning Gains (WILG)

Unit Objective: When presented with a list of 20 multi-syllable words, students will correctly say the words out loud with 80% accuracy.

Decision Rules

Advancement: The pupil will advance to the next step, skill, or objective when he/she achieves ____ 80% ____ (CAP).

Alterations: The program will be modified when the student does not achieve CAP within ____ 2 ____ days.

<table>
<thead>
<tr>
<th>Date</th>
<th>Step</th>
<th>Interpretation of Data (Is it working? Why or why not?)</th>
<th>Instructional Decision (What am I going to do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30</td>
<td>1</td>
<td>Yes, student met cap</td>
<td>Continue to next lesson</td>
</tr>
<tr>
<td>11-1</td>
<td>2</td>
<td>Yes, student exceeded cap</td>
<td>Continue to next lesson</td>
</tr>
<tr>
<td>11-6</td>
<td>3</td>
<td>Student absent</td>
<td>Stay with step 3</td>
</tr>
<tr>
<td>11-8</td>
<td>3</td>
<td>Yes, student met cap</td>
<td>Student met cap but was the only one in the group to do so. Also, student missed a lesson. Will continue with step 3.</td>
</tr>
<tr>
<td>11-13</td>
<td>3</td>
<td>Yes, student exceeded cap</td>
<td>Continue to next lesson</td>
</tr>
<tr>
<td>11-15</td>
<td>4</td>
<td>Student absent</td>
<td>Will still give post test</td>
</tr>
</tbody>
</table>
### Daily Performance Chart

**Pupil:** M.P.  
**Teacher:**

**Unit Terminal Objective:** When presented with a list of 20 multi-syllable words, students will correctly say the words out loud with 80% accuracy.

**Cap:** 80%  
**Change when:** 2 days under cap

<table>
<thead>
<tr>
<th>Sequence Step/Objective</th>
<th>Daily Performance</th>
</tr>
</thead>
</table>
| Given a list of 10 words Students will correctly underline vowels within multi-syllable words with 80% accuracy. | Date | 10/30  
Score | 80 |
| Given a list of 10 words, students will correctly circle the word parts with 80% accuracy. | Date | 11/1  
Score | 60 |
| Given a list of 10 words, students will successfully say the sound of each words part with 80% accuracy. | Date | 11/8  
Score | 0  
11/13 | 60 |
| Given a list of 10 words, students will correctly read the words out loud, by blending the sounds of each word part together with 80% accuracy. | Date | 11/15  
Score | 60 |

![Graph showing percentage progression from 22-Oct to 1-Dec](image_url)

**Indicate Active Page**

---

27
Weekly Interpretation of Learning Gains (WILG)

Unit Objective: When presented with a list of 20 multi-syllable words, students will correctly say the words out loud with 80% accuracy.

---

Decision Rules

**Advancement:** The pupil will advance to the next step, skill, or objective when he/she achieves ____ 80% ____ (CAP).

**Alterations:** The program will be modified when the student does not achieve CAP within ____ 2 ____ days.

<table>
<thead>
<tr>
<th>Date</th>
<th>Step</th>
<th>Interpretation of Data (Is it working? Why or why not?)</th>
<th>Instructional Decision (What am I going to do about it?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/30</td>
<td>1</td>
<td>Yes, student met cap</td>
<td>Continue to next lesson</td>
</tr>
<tr>
<td>11-1</td>
<td>2</td>
<td>No student did not meet cap</td>
<td>Continue to next lesson anyhow. Try to give extra attention to student during group time.</td>
</tr>
<tr>
<td>11-8</td>
<td>3</td>
<td>No, student did not make cap</td>
<td>Student absent for 11/6 lesson and refused to participate in lesson probe. Making a behavioral agreement with student to work to best of ability during lesson</td>
</tr>
<tr>
<td>11-13</td>
<td>3</td>
<td>No, student did not make cap</td>
<td>Student did make a sincere effort today. Gave positive reinforcement for staying on task. Rest of group is ready to move on. Will give extra 15 minutes of review prior to next lesson during class silent sustained reading time.</td>
</tr>
<tr>
<td>11-15</td>
<td>3</td>
<td>No, student did not meet cap</td>
<td>If lessons were to continue, would keep giving extra one on one instruction during silent reading time, during which time the student claims to usually not read anyways. Still going to give post test to measure improvement.</td>
</tr>
</tbody>
</table>

Note: Similar charts and tables are given for 3 other students.
# Pre/Posttest
## Teacher Recording Form

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Parts Correct (Cross out correct word parts)</th>
<th>Words Correct (+)/Words Incorrect (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. consider</td>
<td><img src="image1" alt="Consider" /></td>
<td>-</td>
</tr>
<tr>
<td>2. distasteful</td>
<td><img src="image2" alt="Distasteful" /></td>
<td>+</td>
</tr>
<tr>
<td>3. promotion</td>
<td><img src="image3" alt="Promotion" /></td>
<td>+</td>
</tr>
<tr>
<td>4. abnormal</td>
<td><img src="image4" alt="Abnormal" /></td>
<td>-</td>
</tr>
<tr>
<td>5. continent</td>
<td><img src="image5" alt=" Continent" /></td>
<td>-</td>
</tr>
<tr>
<td>6. argument</td>
<td><img src="image6" alt="Argument" /></td>
<td>+</td>
</tr>
<tr>
<td>7. disturbance</td>
<td><img src="image7" alt="Disturbance" /></td>
<td>-</td>
</tr>
<tr>
<td>8. comprehensive</td>
<td><img src="image8" alt="Comprehensive" /></td>
<td>-</td>
</tr>
<tr>
<td>9. expressionless</td>
<td><img src="image9" alt="Expressionless" /></td>
<td>-</td>
</tr>
<tr>
<td>10. meaningfulness</td>
<td><img src="image10" alt="Meaningfulness" /></td>
<td>+</td>
</tr>
<tr>
<td>11. entertainment</td>
<td><img src="image11" alt="Entertainment" /></td>
<td>-</td>
</tr>
<tr>
<td>12. unavoidable</td>
<td><img src="image12" alt="Unavoidable" /></td>
<td>-</td>
</tr>
<tr>
<td>13. circumstantial</td>
<td><img src="image13" alt="Circumstantial" /></td>
<td>-</td>
</tr>
<tr>
<td>14. gloriously</td>
<td><img src="image14" alt="Gloriously" /></td>
<td>-</td>
</tr>
<tr>
<td>15. confederate</td>
<td><img src="image15" alt="Confederate" /></td>
<td>-</td>
</tr>
<tr>
<td>16. astonishingly</td>
<td><img src="image16" alt="Astonishingly" /></td>
<td>+</td>
</tr>
<tr>
<td>17. instrumentalist</td>
<td><img src="image17" alt="Instrumentalist" /></td>
<td>+</td>
</tr>
<tr>
<td>18. fundamentally</td>
<td><img src="image18" alt="Fundamentally" /></td>
<td>-</td>
</tr>
<tr>
<td>19. impracticality</td>
<td><img src="image19" alt="Impracticality" /></td>
<td>-</td>
</tr>
<tr>
<td>20. communication</td>
<td><img src="image20" alt="Communication" /></td>
<td>+</td>
</tr>
</tbody>
</table>

Total number of correct word parts: 47/78
Total correct words: 18/20
Percentage correct: 60%
# Pre/Post and Generalization Tests

## Pre/Posttest

### Teacher Recording Form

<table>
<thead>
<tr>
<th>Word</th>
<th>Word Parts Correct (Cross out correct word parts)</th>
<th>Words Correct (+)/Words Incorrect (-)</th>
</tr>
</thead>
<tbody>
<tr>
<td>consider</td>
<td>con sid er</td>
<td>+</td>
</tr>
<tr>
<td>distasteful</td>
<td>dis taste ful</td>
<td>+</td>
</tr>
<tr>
<td>promotion</td>
<td>pro mo tion</td>
<td>+</td>
</tr>
<tr>
<td>abnormal</td>
<td>ab norm al</td>
<td>-</td>
</tr>
<tr>
<td>continent</td>
<td>con tin ent</td>
<td>-</td>
</tr>
<tr>
<td>argument</td>
<td>ar gu ment</td>
<td>+</td>
</tr>
<tr>
<td>disturbance</td>
<td>dis turb ance</td>
<td>+</td>
</tr>
<tr>
<td>comprehensive</td>
<td>com pre hen sive</td>
<td>-</td>
</tr>
<tr>
<td>expressionless</td>
<td>ex pres sion less</td>
<td>+</td>
</tr>
<tr>
<td>meaningfulness</td>
<td>mean ing ful ness</td>
<td>+</td>
</tr>
<tr>
<td>entertainment</td>
<td>en ter tain ment</td>
<td>+</td>
</tr>
<tr>
<td>unavoidable</td>
<td>un a void able</td>
<td>-</td>
</tr>
<tr>
<td>circumstantial</td>
<td>cir cum stan tial</td>
<td>-</td>
</tr>
<tr>
<td>gloriously</td>
<td>glam or ous ly</td>
<td>-</td>
</tr>
<tr>
<td>confederate</td>
<td>con fed er ate</td>
<td>+</td>
</tr>
<tr>
<td>astonishingly</td>
<td>ast on ish ing ly</td>
<td>+</td>
</tr>
<tr>
<td>instrumentalist</td>
<td>instr u ment al ist</td>
<td>+</td>
</tr>
<tr>
<td>fundamentally</td>
<td>fun da ment al ly</td>
<td>-</td>
</tr>
<tr>
<td>impracticality</td>
<td>im pract ic al ity</td>
<td>-</td>
</tr>
<tr>
<td>communication</td>
<td>com mun i ca tion</td>
<td>+</td>
</tr>
</tbody>
</table>

Total number of correct word parts: 78
Total correct words: 12
Percentage correct: 60%
Section 4: Data on Learning Gains

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

**DATA**

In addition to the criteria for Proficient, exemplary assessment tools would be very clear in their directions and purpose, efficient, and presented in a neat, uncluttered, attractive format.

To meet criteria, assessment tools must:
- * match description of student performance on unit /step objective (conditions and behavior),
- * include administration procedures and directions to students,
- * include criteria for scoring acceptable/ incorrect responses,
- * have identical or comparable pre and post measures (difficulty, number of items, format).

Assessment tools match unit/step objectives but may be incomplete in description of administration or scoring procedures or directions to students. Minor revisions required.

Assessment tools do not match description of student performance on unit/step objectives.

Exemplary presentation of data would include evidence that data was regularly shared with students or provide students opportunities to graph their own performance scores.

To meet criteria, presented data must:
- * represent at least a 2-week period of time,
- * include at least 6 formative data points,
- * represent accurate data,
- * use standard conventions for charting (labeled axes, CAP, aim line, step changes, alterations),
- * be easily interpreted by independent reader.

Presented data represents at least a 2-week period of time and 6 formative data points, but may not use all desired conventions for charting (labeled axes, CAP, aim line, step changes, alterations), or be easy to interpret. Minor revisions required.

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.

Continue by evaluating the analysis of learning gains on the WILG (next page).
<table>
<thead>
<tr>
<th>Criterion</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERPRETATION OF LEARNING GAINS</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td>Emerging</td>
</tr>
<tr>
<td></td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Score</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>

**Exemplary**

Exemplary evaluation of student learning would include 3 or more weeks of data and evidence of improvement when instructional changes are called for.

**Proficient**

To meet criteria, evaluation of student learning must:
* be assessed at least weekly (as indicated on the Weekly Interpretation of Learning Gains form),
* reflect a correct analysis of trends,
* follow decision rules for advancement and alteration.
* A paragraph summarizes the information reported on the WILG.

**Emerging**

Evaluation of student learning is recorded weekly and correctly identifies learning trends, but instructional decisions may not always be made according to decision rules.

**Unsatisfactory**

Evaluation of student learning is not done systematically nor does it inform instructional decisions.
SECTION 6: Final Reflection (Uses of the Data)

This practicum has been an absolutely stellar experience, and I have learned so much from everyone at Sunny Park Middle School. I am especially grateful to my cooperating teacher, Sandra, who made sure that I got a chance to see all the facets of her job. Within my first week at the school, she had introduced me to most of the rest of the staff and asked them to make time for me and answer any questions I might have. The entire special education department at Sunny Park works as a very supportive team, and it was wonderful to see so many people working together so that students can succeed.

So much of the job of the special educator takes place outside of the classroom. I got a chance to sit in on IEP meetings, review files, give formal and informal assessments, meet with the principal, and have informal discussions about creating behavioral supports. I got a chance to review student files, and Sandra explained how the information that was collected was then used to create better instruction. I also got to help modify assignments so that they met the instructional needs of students in very diverse classrooms. Everyone I worked with was eager to show me what he or she was doing, so that I could get a big picture idea of the process of educating students with special needs.

Seeing what goes on during the actual instruction was an invaluable part of the experience. Many teachers welcomed me to observe how they ran their classes, so I got to witness many examples of teaching methods that I believe I could learn from and use. I also saw teachers be remarkably effective with approaches I probably would never use. In seeing so many styles, I saw firsthand how teaching is a profession where the teacher must invest so much of him or herself in what they are doing.

Beyond watching other teachers excel at what they do, the practicum gave me a chance to practice what works for me. I was a little nervous at first, since most of my instructional experience is closer to teaching life skills rather than academic material. Still, I jumped right in and was not afraid to make mistakes, because I know I would learn from them. Teaching the students in my REWARDS group was great. All of the students had a desire to learn, it was just a matter of finding the best way to give them the material. And while all students do want to learn, sometimes that desire is not stronger than the interest in the really funny thing the person next to them is doing. So part of finding the best way to present material is creating the best environment for the material to be presented.

I definitely like aspects of the REWARDS program, but some days it was harder for me to buy into the scripted nature of the program. Mixing it with the word bingo seemed to help with the classroom management, and it gave the students another medium to work on reading from. One of the parts of the program that was somewhat frustrating was that the student did not know a lot of the words they read in the program. If I had this to do over, I would spend more time focusing on vocabulary building and word meaning.

(continued on next page)
Because none of my students made the 80% words read correctly goal, I think my goal was too ambitious, especially with where the pretest scores started. However, all of the students made progress, and in the cases of MP and AT, where the initial words read was super low, there was definite progress in the word parts read correctly, as well. I think if we had finished the entire REWARDS program, most of the students would have gotten to the 80% goal.
### Section 6: Uses of the Data

#### Criterion

<table>
<thead>
<tr>
<th>USES OF DATA</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

#### Performance Rating

**Exemplary**

- Exemplary final reflections would include how the instructional methods used impacted student learning with specific recommendations for improvement and specific generalization methods and materials recommended to the cooperating teacher.

**Proficient**

- To meet criteria, the final reflection must:
  - *discuss unexpected events and outcomes,*
  - *use analysis of the instructional data to thoughtfully discuss successes and challenges over course of work sample teaching,*
  - *include recommendations for future generalization when simple acquisition has been attained,*
  - *identify additional environments (e.g., other classes, home, community, etc.) and new applications for using newly acquired skills/knowledge,*
  - *identify implications and recommendations for instruction after the work sample,*
  - *include reflection of self as an educator,* and
  - *describe professional growth and key learning during the overall experience.*

**Emerging**

- The final reflection includes most, but not all of the components required for a proficient rating. Minor revisions required.

**Unsatisfactory**

- The final reflection does not thoughtfully discuss the successes and challenges of the work sample unit. Major revisions required.
Section 8: Presentation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Exemplary</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Unsatisfactory</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRESENTATION</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</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:
* be organized with title page and dividers for each of the specified sections,
* include a table of contents,
* have correct spelling, punctuation and grammar throughout,
* be typed or written neatly,
* be legible when handwritten notes/charts are included,
* have adequate margins on all four sides of page.

The work sample overall is neat and well organized, but may contain more than 2 or 3 spelling, punctuation, or grammatical 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.

After reviewing the work sample, answer this Summary of Evaluation question:

- The candidate has made satisfactory progress toward meeting all of the objectives of this work sample assignment.  
  - Yes  
  - No

All sections of the work sample must have at least a “Proficient” 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.
Entering Your Evaluation Online

Instructions about doing your evaluation online can be found at this website:
http://www.pdx.edu/education/faculty_feb_assessment.htm

If it will take you awhile to complete the form, be sure to save periodically (click Save, not Submit). Once you click Save, the students will be able to see your completed assessment.

When you have finished entering the ratings and all other information, click Submit. Once you submit, you will not be able to change ratings or other information.

At the beginning of the evaluation the screen tells you...

All fields in this section must be entered before this assessment form can be submitted.

We cannot use the data from the assessment for program evaluation if the information about the student is incomplete. This includes:

* Subject Area
* Age Range of Students
* Grade(s)
* Authorization Level: □ Early Childhood (preK-4) □ Elementary (3-8) □ Middle Level (5-9) □ High School (7-12)
* Work Sample Title
* Term: ○ Fall ○ Winter ○ Spring
* Year:
* Cooperating Teacher:
* School:

After reviewing the work sample, also fill out the Summary of Evaluation section:

* The candidate is making satisfactory progress toward meeting all objectives of this work sample assignment. ○ Yes ○ No
* This evaluation has been shared with the candidate.

☐ Yes ☐ No

* Date that it was shared: 

Choose date