

Candidate Name:

**Summary Information****All of the information in this section needs to be completed before you can submit this form.**

* Term:	<input type="radio"/> Fall <input type="radio"/> Winter <input type="radio"/> Spring <input type="radio"/> Summer
* Year:	<input type="text"/>
* Subject(s): (choose all that apply)	<input type="checkbox"/> Art <input type="checkbox"/> Business Education <input type="checkbox"/> Biology <input type="checkbox"/> Chemistry <input type="checkbox"/> Drama <input type="checkbox"/> English/Language Arts <input type="checkbox"/> ESL <input type="checkbox"/> French <input type="checkbox"/> General Science <input type="checkbox"/> German <input type="checkbox"/> Health <input type="checkbox"/> Japanese <input type="checkbox"/> Library/Media <input type="checkbox"/> Mathematics <input type="checkbox"/> Music <input type="checkbox"/> Multiple Subjects (ECE and Elementary) <input type="checkbox"/> Physical Education <input type="checkbox"/> Physics <input type="checkbox"/> Social Studies <input type="checkbox"/> Spanish <input type="checkbox"/> Speech Teacher
* Authorization Level:	<input type="radio"/> Early Childhood (preK-4) <input type="radio"/> Elementary (3-8) <input type="radio"/> Middle Level (5-9) <input type="radio"/> High School (7-12)
* Grade Level: (choose all that apply)	<input type="checkbox"/> Pre <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9

- ☐ 10  
☐ 11  
☐ 12

\* This work sample meets GTEP standards in accordance with TSPC OARs:

☒ Yes ☐ No

\* The results of this evaluation have been shared in an evaluation conference with the candidate:

☒ Yes ☐ No

\* Date of conference:

[Choose date](#)

Comments:

Please add any additional comments here if needed.

Calculate Scores

## Graduate Teacher Education Program (GTEP) Work Sample Evaluation

School Name:

Work Sample Title:

### 1. Context

#### Related Standards:

The context of the school and classroom is explained; learners with special needs, TAG learners, ESOL learners and learners from diverse cultural and social backgrounds are described; adaptations for their learning needs are discussed; and prerequisite skills required for the unit are considered.

TSPC OAR 584-017-0185(2)(a)

GSE Conceptual Framework: 1.1, 1.2, 3.1, 3.2, 3.3

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Description of Community	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>
	*The section is	*The description	* The description is	* The candidate	

<b>NA</b> <input type="checkbox"/>	incomplete and/or poorly written.  *Information may be inaccurate, stereotypical, or irrelevant	includes thorough information, but information may be unclear in places or contain one or two small factual errors.	accurate and clearly written.  * It includes relevant information about the neighborhood culture.	made special effort (interviews, community mapping, etc.) to collect data about the neighborhood.	
Description of School <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1  *The section is incomplete and/or poorly written.  *Information may be inaccurate, stereotypical, or irrelevant.	<input type="radio"/> 2  * The description includes thorough information, but information may be unclear in places or contain one or two small factual errors.	<input type="radio"/> 3  * The description is accurate and includes school size, facilities, faculty, support services, student enrollment, etc.	<input type="radio"/> 4  *The description is accurate and includes all information in Proficient as well as available resources, including technology.	<input type="text"/>
Description of Classroom <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1  *The section is incomplete and/or poorly written.  * Information may be inaccurate, stereotypical, or irrelevant.	<input type="radio"/> 2  *The description includes thorough information, but information may be unclear in places or contain one or two small factual errors.	<input type="radio"/> 3  * The description establishes the learning context of the class: number of students, ages, physical space, classroom staffing  * It includes important student demographics (gender, disabilities, socio-economic status, cultural/linguistic diversity),	<input type="radio"/> 4  * Includes discussion of cultural and linguistic diversity and the degree to which it is considered in classroom instruction  * Discussion of ability/disability and factors to consider in planning work sample instruction.	<input type="text"/>
Student Factors <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1  *Teacher displays little or irrelevant knowledge of students' skills and prior learning.	<input type="radio"/> 2  *Teacher displays general knowledge about students' skills and prior learning.	<input type="radio"/> 3  * Teacher displays general and specific understanding of students' skills and prior knowledge that may affect learning.  * It includes information about students with exceptionalities (IEPs, TAG, 504 plans, etc.)	<input type="radio"/> 4  * Teacher displays general and specific understanding of prior knowledge, the different ways students learn and the implications for instructional planning.	<input type="text"/>

Total Score:

Comments:

## 2. Goals

**Related Standards:** Goals for the unit of study, which is generally two to five weeks in length, that vary in kind and complexity, but that include concept attainment and application of knowledge and skills

TSPC OAR 584-017-0185(2)(b)

GSE Conceptual Framework: 2.1, 2.2, 3.1, 3.2, 3.3

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Clarity NA <input type="checkbox"/>	<input type="radio"/> 1 *Goals are poorly written or not clearly stated.	<input type="radio"/> 2 *Most goals are clearly stated but some are descriptions of activities rather than outcomes.	<input type="radio"/> 3 *All goals are clearly stated as learning outcomes.	<input type="radio"/> 4 *All goals are clearly stated as learning outcomes that are linked to unit activities and assessments.	<input type="text"/>
Significance NA <input type="checkbox"/>	<input type="radio"/> 1 *Goals do not clearly match lesson activities or assessments.	<input type="radio"/> 2 *Goals match activities but reflect only one type or level of learning.	<input type="radio"/> 3 *Goals reflect several types/levels of learning but may lack appropriate challenge	<input type="radio"/> 4 *Goals reflect several types or levels of learning and are significant and challenging.	<input type="text"/>
Appropriateness NA <input type="checkbox"/>	<input type="radio"/> 1 *Goals are not appropriate for students? development, prerequisite knowledge and skills, or needs.	<input type="radio"/> 2 *Goals are aligned with curriculum but may overlook other student characteristics or needs.	<input type="radio"/> 3 *Most goals are aligned with the curriculum and appropriate for student prerequisite knowledge, skills, and other needs.	<input type="radio"/> 4 *All goals are appropriate to the student development, prerequisite knowledge, skills, and other needs.	<input type="text"/>
Alignment with national or state standards NA <input type="checkbox"/>	<input type="radio"/> 1 *Goals are not aligned with national, state,	<input type="radio"/> 2 *Goals are partially aligned with	<input type="radio"/> 3 *Most goals are explicitly aligned with national,	<input type="radio"/> 4 *All goals are explicitly aligned with national, state,	<input type="text"/>

	or local standards.	standards.	state, or district standards.	or district standards.	
Rationale NA <input type="checkbox"/>	<input type="radio"/> 1 *No rationale is given that explains needs of students.	<input type="radio"/> 2 *The candidate partially explains the rationale behind chosen goals.	<input type="radio"/> 3 *The rationale reveals an understanding of the subject and the learners.	<input type="radio"/> 4 *The rationale reveals an impressive understanding of the subject, needs of individual learners, and relationship to national, state, or district standards.	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Comments:

### 3. Instructional Plans

#### Related Standards:

#### Instructional plans to

accomplish the learning goals of the group(s) of students that include differentiation of instruction for all students listed in (2)(a)

TSPC OAR 584-017-0185(2)(c)

GSE Conceptual Framework: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Alignment with Learning Goals NA <input type="checkbox"/>	<input type="radio"/> 1 *Few lessons are explicitly linked to learning goals. Few learning activities or materials are linked to learning goals	<input type="radio"/> 2 *Most lessons have clearly articulated objectives and are linked to unit goals. *Not all learning goals are addressed in the lessons.	<input type="radio"/> 3 *All lessons have clearly articulated objectives and are linked to unit goals. *All learning goals are covered in the design.	<input type="radio"/> 4 *All lessons have clearly articulated objectives and the link between unit goals and lesson activities is made explicit.	<input type="text"/>
Teaching Procedures NA <input type="checkbox"/>	<input type="radio"/> 1 *The lessons within the unit are not logically organized. *There is little variety and over-	<input type="radio"/> 2 *Lessons have some logical organization with some variety in activities and resources, though	<input type="radio"/> 3 *Lessons are logically organized and move students effectively toward achieving the learning goals.	<input type="radio"/> 4 *Lessons are extremely well organized. *Activities are creative and varied, moving	<input type="text"/>

	reliance on the textbook or single resource.	not extensive.	*Variety of activities, assignments, and/or resources make a clear contribution to learning.	students toward learning goals and maximizing interest in the subject.	
Differentiation of Instruction NA <input type="checkbox"/>	<input type="radio"/> 1 *Instruction is not designed to consider pre-assessment data, contextual factors, or differences among students.	<input type="radio"/> 2 *Instructional plans reflect pre-assessment data and show some awareness of students? linguistic, cultural, and cognitive differences.	<input type="radio"/> 3 *Most instruction has been designed with reference to contextual factors and pre-assessment data. *Activities appear appropriate for each student.	<input type="radio"/> 4 *Activities have been thoughtfully and creatively chosen to address the learning needs of all students in the class.	<input type="text"/>
Assessments NA <input type="checkbox"/>	<input type="radio"/> 1 *Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. *Prompts and scoring procedures may be poorly written and/or unclear.	<input type="radio"/> 2 *Some of the learning goals are assessed, but some are not. *Directions and procedures are clear.	<input type="radio"/> 3 *Each of the learning goals are assessed by pre- and posttests. *Prompts are clearly written and scoring procedures explained.	<input type="radio"/> 4 *An assessment plan explicitly links learning goals and objectives with assessment content and methods. *It includes multiple assessment modes. *Adaptations are made for students with special needs.	<input type="text"/>
Use of Technology NA <input type="checkbox"/>	<input type="radio"/> 1 *Technology is inappropriately used OR teacher does not use technology and gives no rationale for not doing so.	<input type="radio"/> 2 *Teacher uses technology but it does not make a significant contribution to student learning OR teacher provides a weak rationale for not using technology.	<input type="radio"/> 3 *Teacher integrates appropriate technology that makes a noticeable contribution to learning OR provides a strong rationale for not using technology.	<input type="radio"/> 4 *Teacher creatively integrates appropriate technology that makes a significant impact on student learning.	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Comments:

#### 4. Data on Learning Gains

**Related Standards:** Data on learning gains resulting from instruction, analyzed for each student, and summarized in relation to students level of knowledge prior to instruction

**TSPC OAR 584-017-0185(2)(d)**

**GSE Conceptual Framework: 2.1, 2.2, 4.1**

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Reporting of Data NA <input type="checkbox"/>	<input type="radio"/> 1 *Data are not clearly or accurately recorded or do not represent a 2- to 5-week unit. *Data may be irrelevant to unit goals or lesson objectives.	<input type="radio"/> 2 *Pre- and posttest data are reported for each student in a table. *Data contain few errors. *The pre-instruction assessment may not align perfectly with the post-instruction assessment.	<input type="radio"/> 3 *Accurate pre- and posttest data are reported for each student in a table. *Ranges, averages, and performance trends are discussed.	<input type="radio"/> 4 *Meets all criteria for Proficient as well as including formative (during instruction) assessment data.	<input type="text"/>
Presentation NA <input type="checkbox"/>	<input type="radio"/> 1 *Data are not presented in table or graph form and are hard to interpret.	<input type="radio"/> 2 *Some explanation may be required to clearly interpret data. *Copies of assessment instruments are not included.	<input type="radio"/> 3 *Reported data are easy to read and interpret. *Copies of pre- and post-instruction instruments are included. *Examples of student work may be included.	<input type="radio"/> 4 *Data are presented in graph as well as table form. *Copies of pre- and post-instruction instruments are included. *Carefully chosen examples of student work are included with clear explanation.	<input type="text"/>
Confidentiality NA <input type="checkbox"/>	<input type="radio"/> 1 *Real student names appear in	<input type="radio"/> 2 *Effort is made to protect	<input type="radio"/> 3 *Careful protection of	<input type="radio"/> 4 *Careful protection of	<input type="text"/>

work sample materials; little attempt to protect confidentiality is evident.

confidentiality of students although one or two mistakes may occur.

confidentiality is evident through use of initials, numbers, or pseudonyms.

confidentiality is evident through use of initials, numbers, or pseudonyms.  
\* School policy for inclusion of student work or photos has been followed.

**Total Score:**

Comments:

## 5. Interpretation or Explanation of Learning Gains

### Related Standards:

Interpretation and explanation of the learning gains, or lack thereof

TSPC OAR 584-017-0185(2)(e)

GSE Conceptual Framework: 1.1, 1.2, 3.1, 3.2, 3.3, 4.1

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Validity NA <input type="checkbox"/>	<input type="radio"/> 1 *Interpretation is inaccurate; conclusions are unsupported or contradicted by data.	<input type="radio"/> 2 *Interpretation is technically accurate, but conclusions are not fully supported by data.	<input type="radio"/> 3 *Interpretation is meaningful, and appropriate conclusions are supported by data.	<input type="radio"/> 4 *Interpretation is very thoughtful and differentiated across subgroups of students and individuals. All conclusions are supported clearly by data.	<input type="text"/>
Relationship to Learning Goals NA <input type="checkbox"/>	<input type="radio"/> 1 *Analysis of student learning is not aligned with unit goals.	<input type="radio"/> 2 *Analysis of student learning is partially aligned with learning goals.	<input type="radio"/> 3 *Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, including proportion of students who met goals.	<input type="radio"/> 4 *Analysis takes into account different objectives and outcomes for subgroups of students and individuals.	<input type="text"/>
Relationship to Learning	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="text"/>



Context NA <input type="checkbox"/>	*Analysis does not take into account contextual factors that influence student learning.	*Analysis takes into account some contextual factors that influence student learning.	*Analysis takes into account several contextual factors that influence student learning.	*Analysis takes into account differences among individual students, including language, culture, and ability/disability.	
				<b>Total Score:</b>	<input type="text"/>

Comments:

## 6. Uses of Data

### Related Standards:

A description of the uses to be made of the data on student learning gains in planning subsequent instruction and in reporting student progress to the students and their parents

TSPC OAR 584-017-0185(2)(f)

GSE Conceptual Framework: 2.1, 2.2, 4.1

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Uses of Data for Planning NA <input type="checkbox"/>	<input type="radio"/> 1 *No indication is given that assessment data were used to inform instructional planning.	<input type="radio"/> 2 *Some indication is given that assessment data were used when planning instruction.	<input type="radio"/> 3 *Clearly states how assessment findings were used to make instructional decisions. *Recommendations are made from posttest data as well.	<input type="radio"/> 4 *Evidence that not only pre-instruction assessment data were used to plan instruction, but that formative data also influenced changes in instruction during the unit. *Recommendations are made from posttest data.	<input type="text"/>
Reporting Progress NA <input type="checkbox"/>	<input type="radio"/> 1 *Work sample does not describe the reporting of progress to students or their parents.	<input type="radio"/> 2 *Work sample describes the reporting of progress to students or their parents, but not to both.	<input type="radio"/> 3 *Includes a clear description of reporting progress to both students and parents.	<input type="radio"/> 4 *In addition to a clear description of progress reporting to both students and parents, reporting materials are included that are professional in their presentation.	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Comments:

## 7. Reflection on Teaching the Unit

GSE Conceptual Framework: 2.1, 2.2, 4.1

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
Evaluation of Instruction <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1 *Provides no rationale for why some activities or assessments were more successful than others.	<input type="radio"/> 2 *Identifies successful and unsuccessful activities. *Superficially explores reasons for their success or lack thereof.	<input type="radio"/> 3 *Identifies successful and unsuccessful activities. *Provides plausible reasons for their success or lack thereof.	<input type="radio"/> 4 *Meets all criteria for Proficient and links reasons to theory or research.	<input type="text"/>
Implications for Future Instruction <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1 *Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and/or assessments.	<input type="radio"/> 2 *Provides ideas for redesigning learning goals, instruction, or assessments, but offers no rationale for why these changes would improve student learning.	<input type="radio"/> 3 *Provides ideas for redesigning learning goals, instruction, and assessment and explains why these changes would improve student learning.	<input type="radio"/> 4 *Discusses in detail ideas for redesigning learning goals, instruction and assessment. *Explanation makes reference to theory and research.	<input type="text"/>
Implications for Professional Growth <b>NA</b> <input type="checkbox"/>	<input type="radio"/> 1 *Provides no professional goals OR states goals that are not related to own evaluation of instruction.	<input type="radio"/> 2 *Presents professional goals that are not strongly related to evaluation of unit OR provides a vague plan for meeting the goals.	<input type="radio"/> 3 *Presents one or two goals that clearly relate to unit outcomes.	<input type="radio"/> 4 *Presents one or two goals that clearly relate to unit outcomes and describes specific steps to meet these goals.	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Comments:

## 8.Attention to Literacy

**Related Standards:** Purposeful attention to literacy instruction based upon content requirements, appropriate authorization level and student needs in at least one subject

TSPC OAR 584-017-0185(2)(g)

GSE Conceptual Framework: 2.1, 2.2

Evaluate:

Criterion	Performance Rating				Score
	Unsatisfactory	Emerging	Proficient	Exemplary	
* NA <input type="checkbox"/>	<input type="radio"/> 1  *The work sample does not address literacy or only in a very indirect way. Lessons include no explicit teaching of literacy skills.	<input type="radio"/> 2  *The work sample focuses on a literacy skill appropriate to students' needs or attempts to integrate literacy with content instruction, but in a way that does not show expert knowledge of literacy curriculum or methods.	<input type="radio"/> 3  *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 research in the choice of teaching methods.	<input type="radio"/> 4  *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.	<input type="text"/>
				<b>Total Score:</b>	<input type="text"/>

Comments:

Effect on Student Learning

Criterion	Performance Rating			Score
	Insignificant	Noticeable	Noteworthy	
*	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="text"/>

NA <input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	Insignificant or no gains	(Significant given the short time period)	(Gains are 25% or more)	
			<b>Total Score:</b>	<input type="text"/>

Calculate Scores

<b>Grade</b>	
Grade	<input type="text"/>
Total Score	<input type="text"/>

Save Cancel