

**AACTE 2006 SYMPOSIUM**

Beyond a Good Idea: The Continuing Evolution of Teacher Work Sample Methodology

**Paper 2. Benefits and Challenges of a Mandated Practice: Teacher Work Sample Methodology and State Teacher Licensure Requirements**

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**Introduction**

Teacher Work Sample Methodology (TWSM) has been identified by many as one of the more promising practices that can further connect teacher preparation to K-12 student learning (Cochran-Smith, 2001; Schalock, Schalock, & Girod, 1997; Tucker & Stronge, 2005). Furthermore, its use as evidence for NCATE Standard 1 has been repeatedly cited. In fact, a number of institutions are now using assessment scores from the components of the TWSM specifically linked to state proficiencies in databases for analysis of disaggregated and aggregated data for both accountability and continuous program improvement purposes.

Mandated by the Oregon Teacher Standards and Practices Commission in 1986 as one of the required means of documenting the effectiveness of teacher preparation programs and teacher candidates' ability to foster student learning, TWSM has had tremendous impacts on programs. As expected, there are a variety of benefits and challenges arising from an unfunded mandate that requires implementation by every teacher preparation program in Oregon. This paper, authored by four administrators from four public and private institutions in Oregon who all have direct responsibility for accreditation and program development in their respective institutions recounts the experiences of moving towards full implementation, explores the contribution that TWSM makes towards actualizing a proficiency based program and licensure system, discusses challenges related to its use for both initial and second stage licensure, and outlines ways in which TWSM can contribute to large scale data systems for accountability and program improvement purposes. The four institutions vary dramatically on many characteristics as defined in Table 1.

**Table 1. Institutional Profiles**

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	Descriptors	New Teacher Productivity	Diversity	Teacher Ed. TT/FT faculty
Corban College	Private, rural, small (850)	25 per year	93% white	8

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Portland State University	Public, urban, large (23,400)	600 per year	67% white	22
University of Portland	Private, metro/urban, small (2900)	170 per year	79% white	17
Western Oregon University	Public, rural, small (5,000)	300 per year	89% white	29

### **TWSM Mandated by TSPC**

As with most mandates, the adoption of TWSM by the Oregon Teacher Standards and Practices I 1986 was viewed as a mixed blessing. As one author remembers:

The positive side of the coin was that there would be a consistent way of documenting program completion, a consistent requirement for all students. The negative side was that it added one more requirement to the program, one that wasn't, at that time, viewed as relevant to what "real teachers" do. As we've begun to think about what standards-based (and performance-based) education looks like, I believe faculty have come to see work samples as an explicit example of what veteran teachers do explicitly. Integrating it completely across our program continues to be a challenge but there is more emphasis on the quality of the work sample, particularly around evidence of cultural competency.

Whether large or small, institutions had to consider how to implement and address the challenges that TWSM posed. One of the authors from a small institution recalls:

"As a small teacher preparation program at an independent college, the introduction to Teacher Work Sample Methodology is remembered as a rather daunting event. As a relative newcomer to the teacher preparation business, with very little visible input to a larger system, the program felt obligated to comply with the requirement without comment. An early statewide meeting arranged by the Oregon Teacher Standards & Practices Commission and hosted by Western Oregon University, addressed goals and objectives, standardized lesson plan formats and quartile analysis of learning gains. For a mathematician, quartile analysis was straightforward enough, however, conveying that method of analysis to 20-year old undergraduate preservice teachers was not. But since the Oregon Administrative Rule had already been approved, the program did not venture to ask why Teacher Work Sample Methodology was important to the Commission. With little understanding of the process, the challenges, the consequences or the benefits, the program began what has become a foundational component of our teacher preparation program."

Although TWSM may have been viewed by some as a top down measure introduced rather early in the national debate on accountability, Oregon was truly ahead of the curve

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in seeking a way to connect teaching and learning and respond to need for a culture of evidence admissible to discussions on the efficacy of teacher preparation. But as is often the case, particularly in Oregon, pioneering a trail is not fun work and is often not perceived as glorious or meritorious while one is traversing rough terrain. One of the authors recounts her experience of trying to introduce TWSM in another state at her respective institution in 2000:

I remember when I first encountered TWSM and realized it offered a powerful approach for moving beyond just course grades to document what candidates could actually do. I brought back the idea to my own faculty and even hired a professor recently migrated from WOU to help us understand the process. However, without the impetus provided from a state policy level, I believe the initiative died on the vine after I left and subsequently moved to Oregon. When I arrived in Oregon, I don't believe all faculty realized how revolutionary the concept was or that others were monitoring or emulating their work.

### **Greatest Contributions to Teacher Preparation Programs**

On an individual level, work samples provide a meta-cognitive focus. They help novice teachers focus on aspects of teaching that they might not have thought about by just observing a teacher or reading about teaching/learning theory. Whether or not the focus is the right one, it still provides the opportunity for reflection in action.

When considering the program or institutional level, TWSM can serve as a unifying focus for faculty across programs to think deeply about what candidates are or are not gaining from their instruction and field experiences. Although not perfect, the aggregated data resulting from the use of standardized rubrics affords faculty the chance to move beyond anecdotal stories about individual students to more substantive evidence that can ultimately lead to improvements and refinements in programs.

From a statewide perspective, Teacher Work Sample Methodology has been the catalyst or centerpiece for numerous collaborative conversations, projects, and research opportunities. The Teacher Work Sample is the one consistent component in every teacher preparation program in the state. This allows public and private, large and small, research and teaching institutions to participate on equal footing in conversations around the teacher preparation enterprise. Programs have been willing to share challenges, best practices, failed practices, and future plans with each other for the benefit of all. This cooperation has supported a cohesiveness that is seldom seen across states. Collaboration has enhanced all programs and the quality of teacher candidates through continuous data review and evaluation of the Teacher Work Sample process.

### **Large Scale Database Use for Accountability and Program Improvement**

Although one might assume that all institutions routinely use TWS data to track candidate performance, some still view this cautiously. At many institutions, work

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sample analysis is still a highly individualized process, specific to individual students. As mentioned in one of the challenges, there are many factors that go into evaluating candidates' performance, and many things that impact pk-12 student learning that can't be measured by a 2-5 week work sample. Still, there is value to the individual candidate in reflecting on the impact of his/her teaching on student learning. How that translates to program improvement, however, requires a way to track the connection between coursework and fieldwork (with regard to how students learn about TWSM) and much better research on the value of work samples in promoting (as opposed to measuring) student learning. As one author noted:

I've seen some great examples of how this helps some institutions prepare for NCATE accreditation visits by providing some quantitative data. I think they're on the right track. However, I believe there's still much work to do before we are ready to move to this stage, especially if the purpose is to use these data for program improvement (as opposed to evidence of student learning).

Other institutions have mapped the elements defined in TWSM to the state's proficiencies, created systems that gather scoring linked to these elements and reported aggregated data to faculty for review and possible program refinement. This has led to discussions around variability on the scores and debates on the formative role of teacher work sampling. Some believe that in the true spirit of proficiency based systems, no candidate should progress to recommendation for licensure until they have mastered all aspects of the TWSM at a proficient level; thus, if faculty are doing their jobs, final scores on TWSM rubrics will not show the natural variability that may have existed as candidates turned in earlier iterations of their work.

Most recently, the Oregon chapter of AACTE has proposed and approved an Oregon Collaborative Research Initiative (OCRI) which has resulted in commissioning a Research Design and Work Plan shared with institutional representatives addressing six key questions:

1. How has the teacher work sample (TWS) been elaborated across various teacher education institutions?
2. What, if any, similarities are there to the elaborations across institutions?
3. How do candidates view TWS?
4. How do teacher educators view TWS?
5. What is the impact on K-12 Students?
6. What is the impact on teacher candidates?

Institutions are invited to participate which involves approving the design and instruments, facilitating data collection, selecting aspects of data analyses, and collaborating on presentations and publications. It is hoped that the sharing and discussion resulting from these studies will provide linkages across institutions for faculty involved in implementation and lead to further refinement. Lastly, OCRI seeks to produce research useful for dissemination in the field that can further the national discussions linking teacher preparation programs and a culture of evidence to pk-12 student learning.

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Although still early in its inception, we anticipate that collecting, compiling and analyzing these data will not be easy for all institutions. As one small private institution shared,

“Contributions to statewide data collection can be challenging for a small independent institution with limited resources. We understand the need for permanently archived data that is accessible outside the institution and have made several unsuccessful attempts to convert a paper filing system to an electronic database. Hampering our efforts are a college administration unwilling to contribute resources, a technology department that is overused and unable to support a complex system, and an administrative assistant who has neither time nor expertise to implement a multi-layered database. Data from Teacher Work Samples is used extensively in the teacher education department to refine and enhance our practices and evaluate our program for continuous improvement, but it is difficult to share our data statewide in a meaningful way. We believe that the state has important information to share nationally, and are willing to do whatever is required to be part of that process, although we will certainly be latecomers to the statewide data collection process.

### **Challenges in Implementing Teacher Work Sample Methodology**

So what can a state that is mandated to require TWS offer to those who may be voluntarily exploring implementation? At a recent meeting of the Teachers for a New Era Learning Network, a list of principles of design were developed for the benefit of institutions considering TWSM as a component of their programs.

#### **Table 2. Principles of Design for Teacher Preparation Programs that Wish to Incorporate with Integrity the Core Elements of Teacher Work Sampling**

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**Principle 1.** An instructional program needs to be aligned with and supportive of what candidates are asked to do, including the documentation and reporting that is required in completing a work sample.

**Principle 2.** School contexts that model and are supportive of what candidates are asked to do need to be available for practicum and student teaching placements.

**Principle 3.** A supervision, evaluation, and feedback system needs to be in place that provide guided practice in applying and carrying out the tasks teacher work sampling demands of candidates.

**Principle 4.** Judgments about a candidate’s effectiveness as a teacher need to take into account the gains in learning made by every student taught.

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**Principle 5.** Documentation of a candidate’s effectiveness as a teacher needs to be accompanied by observations of practice and descriptions of context, as well as evidence of learning gains by students.

**Principle 6.** Multiple lines of evidence need to be considered in reaching a recommendation for licensure, only some of which come through teacher work sampling.

**Principle 7.** Multiple reviewers of evidence need to be involved in preparing a recommendation for a license to teach, only some of whom represent a teacher education faculty.

**Principle 8.** Evidence needs to be assembled and reported by a teacher education faculty on the confidence that can be placed in all lines of evidence collected through teacher work sampling that inform a licensing decision (the reliability and validity of information used).

NOTE: A conceptual, as well as a contextual (school, district, state, national) map needs to inform and give meaning to an intending teacher of principles 1 through 8.

After reviewing these principles, the authors have identified concomitant challenges that their respective institutions experienced and they offer examples of solutions that may be helpful to other institution encountering similar issues.

**Table 3. Identified Challenges Aligned to Principles by Institution**

<b>Principle 1</b>	<b>Challenges</b>
<b>WESTERN OREGON UNIVERSITY</b>	Components embedded in TWSMs span across multiple courses (.e.g Assessment, Human Development, C & I, etc.) Mapping the TWSM components to the appropriate courses, identifying connections between TWSM components and program proficiencies, and gathering data on related assessments is an intensive but productive process that can help faculty intentionally reinforce critical concepts, support students in their demonstrated acquisition of TWSM components, as well as track formative and summative performance for program evaluation and improvement purposes.
<b>CORBAN COLLEGE</b>	The program has created a 2-semester course sequence in the junior year titled “Instructional Alignment.” This course pulls together all of these elements and connects them to the work sample process. The candidates complete an initial works sample (including a 2-week teaching experience) at the end of spring semester.

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<p><b>PORTLAND STATE UNIVERSITY</b></p>	<p>At PSU, faculty are currently studying a specific aspect of work samples, looking for evidence of cultural competency and have been less concerned about assessing all of the TSPC requirements in the work sample itself. Student teaching is THE performance assessment of our program with the work sample being one piece of evidence to support proficiency. In this sense, work samples have typically been used as summative assessment. However, students create a “group work sample” in their first term of our program to learn how to design, implement, and evaluate work samples, so this one could be consider more formative in nature. The second work sample is linked with their performance in full time student teaching, thus, is high stakes in a sense. Assessment of work samples is qualitative in nature, assessed by cooperating teacher, university supervisor, and cohort leader but is viewed in conjunction with overall teacher throughout the term and perhaps over two terms. (Note: As I write about this I realize I’m talking about two different sets of TSPC requirements: those for what’s included in the work sample and those listed for program completion—final signoff for student teaching. The latter, of course, assumes proficiency in completing two work samples.)</p>
<p><b>UNIVERSITY OF PORTLAND</b></p>	<p>The UP response to this challenge appears different for each program, although it is not. In the UG program in the first two levels of authorization, students take a course ED 400 Curriculum, Instruction and Assessment that is designed to help them with alignment issues. UG candidates seeking authorization in mid and high school, learn about the specifics of the work sample in a course called Ed 450 Models of Teaching. Initial licensure graduate students learn about the work sample in three courses: Ed 535 Literacy Across the Curriculum, Ed 533 Methods of Teaching and Learning, and Ed 532, Assessment and Evaluation in the Inclusive Classroom. All of these classes include the development of the various elements of the work sample. While the courses vary across programs, a carefully articulated introduction to the work sample is standard across all programs.</p>
<p><b>Principle 2</b></p>	<p><b>Challenges</b></p>
<p><b>WESTERN OREGON UNIVERSITY</b></p>	<p>Field experience contracts that define the purposes of TWSM and expectations for the candidate, cooperating teacher, and university supervisor involved help ensure that student teachers are supported in their implementation of the TWSM. Involvement of cooperating teachers in the evaluation of the TWSM with the university supervisor can lend another level of verification through a lens that considers the school context, student needs, and alignment with content standards. Training and practice in applying the evaluation standards is essential yet often difficult to provide prior to</p>

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	placement decisions.
<b>CORBAN COLLEGE</b>	We still struggle with teachers who insist that real teachers don't do this kind of thing in practice. It is common practice for classroom teachers to convince candidates that this process is a useless hoop that TSPC requires. For those classroom teachers, it has been a struggle to educate them in why the work sample is important. Corban has done this on an individual basis with the college supervisor, but it seems to be time to invest in more formal training for our cooperating teachers.
<b>PORTLAND STATE UNIVERSITY</b>	Classroom teachers sometimes find the work sample rigor (or perhaps the proscribed nature of the documentation) to be too cumbersome and unnatural for their use as veteran teachers. The University Supervisor is often more attuned to the uses and purposes of the work sample in documenting the performance standards of actual teaching than is the cooperating teacher. The Cohort Leader is perhaps most informed and concerned that students understand the purpose and intent of the work sample as a true performance assessment of what real teacher do in their classroom (even though veteran teachers do this more implicitly). Our challenge is to find excellent if not acceptable placements for student teachers. Time to align expectations on work sample performance as well as placement challenges undermine the intent of the work sample as "real work."
<b>UNIVERSITY OF PORTLAND</b>	<p>One aspect of this challenge is the digital divide between the University and some of the schools used for field and clinical practice placements. To compensate for this challenge, the University has been active in securing grant funds to provide for student teachers to take technology to the field to complete work samples. Technology mini-grants to teacher candidates, a lending library of equipment, and a technology specialist have temporarily ameliorated the situation to some degree.</p> <p>The frequency of school sites with prescribed curriculum, methods and assessments has complicated the implementation of the work sample method. This practice limits teacher candidate ability to creatively weave the state mandated curriculum standards into units of instruction that are meaningful, relevant, and appropriately rigorous.</p> <p>Because many schools are engaged in high stakes testing, there is some anxiety in the field about letting student teachers "try their wings". Cooperating teachers are concerned about their own evaluations that have been tied explicitly or implicitly to tests</p>

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	results. The current classroom assessment climate is not supportive of a holistic assessment practices.
<b>Principle 3</b>	
<b>WESTERN OREGON UNIVERSITY</b>	Opportunities for guided practice allow candidates to acquire progressive experience and improved understanding of the TWSM components prior to its use as a high stakes evaluative measure of performance. Faculty can teach about an isolated component of the TWSM in a class, require a mini work sample, or involve students in simulated experiences like Cook School prior to final student teaching.
<b>CORBAN COLLEGE</b>	For most of our candidates, the first work sample that “counts” is the third work sample they have designed and taught. This works well in our undergrad program but will not be possible in our post-bac program. We have yet to encounter the issues, but I am sure they will become clear this spring.
<b>PORTLAND STATE UNIVERSITY</b>	The best opportunity for guided practice is in the “group work sample” mentioned above. During student teaching, guided practice can occur depending on the relationship between the student teacher and his/her university supervisor (and between student teacher and cooperating teacher). Many supervisors require student teachers to hand in portions of the work sample prior to student teacher’s implementation. But others don’t. The challenge is to find a trio (student teacher, cooperating teacher, and university supervisor) who value the TWSM equally. Hopefully this valuing is beyond the “let’s get it done because TSPC requires it” level.
<b>UNIVERSITY OF PORTLAND</b>	<p>This is a significant challenge. For example, 100 student teachers (ST) are supervised by 25-30 university supervisors (US) and 100 cooperating teachers (CT), while enrolled in a seminar and perhaps another class. Each student teacher is “answering” to at least three authorities in the above scenario. Ensuring that all the professionals express similar expectations regarding the work sample is the first challenge in this area. UP has provided exemplary work samples at various levels of authorization for all to view. US and CT are provided with orientation and training opportunities, that include some inter-rater reliability exercises. A scoring form is used to evaluate the work sample, but a detailed rubric remains to be developed to facilitate greater consistency in evaluation. CTs and USs may also participate in a week-long, 2 semester hour, intensive academy to help ensure consistent expectations and assessments.</p> <p>Another very interesting phenomenon occurs related to the work sample that detracts from its purpose. Teacher candidates are</p>

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	<p>always striving to demonstrate competence. In doing so, candidates embellish on the basic requirements. Eventually, this can spiral higher and the work sample becomes more than it needs to be. The value in work samples doesn't rest in how many graphs can be made to display the data nor in the exotic cover or pages carefully inserted in plastic sleeves. The value of the work sample is in the process, the analysis and reflection, and in the documentation of K-12 student learning. This subtle shift from a means to an end has the potential for blurring the purpose and influencing the assessment and evaluation of the work sample.</p>
<p><b>Principle 4</b></p>	
<p><b>WESTERN OREGON UNIVERSITY</b></p>	<p>This creates a high stakes assessment context for candidates which works best when they have repeated opportunities to implement a complete TWSM. When the weighting of the learning gains component is significantly high stakes, institutions may be able to speak with increased confidence about the candidates' ability to positively impact student learning. This requires careful validation of the candidate's design and implementation of the TWSM by a trained evaluator as well as a clearly established minimum level of performance regarding levels of learning gains. Earlier iterations of the TWSM in which candidates must respond instructionally to minimal or negative learning gains can provide valuable insights about the recursive nature of teaching and is also an appropriate expectation of teacher candidates.</p>
<p><b>CORBAN COLLEGE</b></p>	<p>This has always been a challenge for Corban. Early in the program and up until 2002, the learning gains analysis was seen as a very minor component of the work sample. It was obvious that the focus of the work sample was creating appealing lesson plans that might or might not be connected to expected learning outcomes and assessments. There were also holdovers from the required quartile analysis where the candidate seldom considered individual students. The current requirement includes a detailed analysis of individual learners, which outcomes they achieved and which they did not, and how the candidate plans to use this data to design future instruction. This component of the work sample will always be challenging in a student teaching context where the candidate does not "own" the classroom or the success of the students in a real way.</p>
<p><b>PORTLAND STATE UNIVERSITY</b></p>	<p>Student teachers' practice at assessing learning gains through TWSM is cursory at best. Often the second work sample is taught with different students on a different subject. The practice does, however, help them learn to design assessment that relate to their learning goals. This is difficult for beginning teachers, let alone</p>

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	<p>student teachers. It functions more as a simulation than real practice, especially given that they don't see this explicit kind of assessment from their cooperating teachers. It's true that we are reluctant to say how well our students can measure their students' learning, let alone impact it through their teaching. But these skills are important and the TWSM seems to be on the right track. This would suggest that if our student teachers were placed in single classrooms for longer periods of time, working with the same group of students, it would facilitate a more robust experience in assessing learning gains and thus seeing the impact of their teaching on students' learning.</p>
<p><b>UNIVERSITY OF PORTLAND</b></p>	<p>This challenge will be addressed when their employers hold CTs to the same standard, or more importantly CTs hold themselves to this standard. At that time, they will become full partners in addressing this challenge. Currently, CT ability to differentiate instruction is very uneven. This results in the creation of a new generation of teachers that may have a conceptual understanding of differentiation and may have even practiced it successfully in university settings. In the final stages of teacher formation student teachers look to CT as the expert; thus, focus on the individual PK-12 student varies with the expertise of the CT.</p> <p>When student teachers complete their analysis of learning gains, it can be a significant moment in the development of their sense of professional efficacy. While using work sample methodology may not be common practice for CTs, they can often see the benefit of the work sample near completion. The analysis of the assessment results can be instructive to the classroom practitioner as well as the student teacher.</p>
<p><b>Principle 5</b></p>	
<p><b>WESTERN OREGON UNIVERSITY</b></p>	<p>Careful consideration of the classroom context and focused attention on what the students are doing during the observed lesson can help enhance candidates' understanding of how these variables interface with decisions needed to impact student learning. This may require more specific guidelines than typically found in field experience forms as well as ongoing training for university supervisors and/or cooperating teachers.</p>
<p><b>CORBAN COLLEGE</b></p>	<p>Helping supervisors focus on the engagement of the learners rather than the activities of the candidate is an ongoing process. Good observational tools are critical, and it is critical to have continuous conversation about how to use the tools with the candidates for their enlightenment!</p>

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<p><b>PORTLAND STATE UNIVERSITY</b></p>	<p>We've added an increased emphasis on how the context impacts lesson design, implementation, evaluation, and assessment of students' learning gains. TSPC has also noted the importance of context and required additional attention to the context and its impact on teaching/learning. I would say that the observations by supervisors (both cooperating teacher and university supervisor) followed by careful analysis and discussion are critical to understanding the connection between what a teacher says, knows, and does and students' learning. Learning more about the connection between feedback (the clinical supervision model) and how well a work sample is delivered (and then the impact on learning) would be a fascinating study.</p>
<p><b>UNIVERSITY OF PORTLAND</b></p>	<p>UP teacher candidates are supported by 10 observations (minimally) and some of the observations are of work sample lessons and others are not. Videotaping, weekly reflections, and written lesson plans create an opportunity for more comprehensive assessment beyond the work sample and student learning gains.</p>
<p><b>Principle 6</b></p>	
<p><b>WESTERN OREGON UNIVERSITY</b></p>	<p>Other sources of data will typically include entrance requirements, test scores, performance on course assessments other than TWSM, dispositions over time, and formative and summative evaluations during student teaching. The challenge lies in determining and setting rules that govern decision-making and set minimum required performance levels.</p>
<p><b>CORBAN COLLEGE</b></p>	<p>We believe that we are meeting this challenge with our regular full-time faculty and it is likely that adjunct faculty would pose the more critical challenge, particularly if those supervisors are involved in work sample evaluation.</p>
<p><b>PORTLAND STATE UNIVERSITY</b></p>	<p>Sometimes we wonder (as do many of the critics of teacher preparation programs) if our students are so successful because we pick them well. In other words, our assessment of students prior to our program may count for much of the variance in their success as student teachers. The ability to design, implement, and evaluate a TWS may be an excellent measure of the "value added" in our preparation programs. Evaluating teaching will always be subjective so establishing the ultimate standard may be less important than evaluating students' ability before and after a teacher preparation program. PSU is looking at that question by evaluating the first "group work sample" in relation to the final "high stakes" experience.</p>
<p><b>UNIVERSITY OF PORTLAND</b></p>	<p>The work sample is one piece of evidence used in licensure recommendation decisions. GPA, standardized tests, observations,</p>

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	reflections, field experience evaluations, faculty assessments, and faculty recommendations are all used in evaluating candidate fitness for licensure.
<b>Principle 7</b>	
<b>WESTERN OREGON UNIVERSITY</b>	Inter-rater reliability can be enhanced by having a second faculty member either consistently or periodically evaluate the completed TWSM and/or clearly defining the cooperating teacher's role in evaluating the TWSM. Involving LAS faculty with content expertise as second reviewers, though definitely challenging in terms of resources and coordination, promises even more benefits for the program and decision making confidence.
<b>CORBAN COLLEGE</b>	The program currently has content experts in most of our endorsement areas inside the education department. No attempt has been made to go outside the department with the work sample evaluation. That may be a challenge to undertake for the future. There is limited faculty time available for work sample evaluation, so the program has not typically required 2 readers. This does happen when the first read yields inconclusive results and the first reader requests a second read.
<b>PORTLAND STATE UNIVERSITY</b>	Arts and Science faculty are very interested in helping teachers continue to develop as practicing teachers. They're less interested in pre-service preparation although they have helped in selecting candidates for the program. They are also involved in assuring their content areas preparation prior to admission into the program. At PSU, cohort leaders often review the work sample if the university supervisor has any questions or concerns about either the overall quality of the work sample or is not certain that the content (or authorization level) is appropriate. Occasionally we do ask content area faculty to evaluate work samples, but often that is in the context of the program (with our faculty who have the expertise—as opposed to seeking out a cross-campus faculty members). We are currently work on the inter-rater reliability as we explore the difference between students' first and second work samples relative to their cultural competency.
<b>UNIVERSITY OF PORTLAND</b>	UP responds to this need by the use of content standardized tests and a panel of CAS and Ed professors known as the University Teacher Education Committee. This panel reviews each candidate for fitness just prior to advancement to clinical practice. The CAS faculty members know the teacher candidates in their classes and understand this review process and therefore are serious contributors to the decisions. Minutes of these meeting are maintained and each candidate receives a letter outlining the results

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	<p>of this assessment process. Ed faculty and CAS faculty work together to ensure that the discipline endorsement courses are relevant, rigorous, focused on the national standards of the appropriate learned societies, and aligned with national standardized tests. Such efforts allow CAS faculty to be full partners in the preparation of the next generation of teachers.</p> <p>During clinical practice, US and CT assess ST progress. School principals are also invited to participate in the process. ST, US, and/or CT can call on the Director of Field Placement or the Associate Dean to provide another perspective or to settle disagreements about progress. The required videos can be used for panels of education professors to participate in evaluation of the teacher candidate. Multiple professionals are involved in the assessment of each teacher candidate.</p>
<b>Principle 8</b>	
<b>WESTERN OREGON UNIVERSITY</b>	<p>This requires time and a credible system for establishing reliability and validity initially, training newcomers to the process, and rechecking for continued reliability and validity periodically. Finding time and incentives for faculty to engage in this type of work continues to be challenging. Viewing this work as evidence of Boyer’s scholarship of teaching can help faculty see additional value in the time that it requires.</p>
<b>CORBAN COLLEGE</b>	<p>This is an ongoing challenge. Corban had hoped to have a college-wide data system in place this year that would support this effort. With some administrative foot-dragging, it did not happen. Data tracking is a major issue for a small, resource-poor campus.</p>
<b>PORTLAND STATE UNIVERSITY</b>	<p>This would be an excellent line of research for faculty in a teacher education program. Most of the faculty at PSU are heavily involved in their own line of inquiry (often around content areas, e.g. reading, early childhood, etc.) and view that work as primary. The work required for this challenge is essential but requires a more programmatic interest/expertise than you’ll find here at PSU. I’m not saying it isn’t important, and it would certainly contribute to the “valued added” argument but it’s a challenge that will remain for sometime, unless TSPC or OACTE can perhaps outsource someone to do this work. Perhaps that can be the work of our cross-institutional work supported by our research associate.</p>
<b>UNIVERSITY OF PORTLAND</b>	<p>As UP’s teacher education assessment system becomes more tightly coupled, the necessity of reliability and validity studies are evident. Further, evidence that the assessment practices are predictive of candidate success is also a challenge. UP generates</p>

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	<p>about a 110 teacher candidates in a given year. When candidate assessment results are disaggregated by discipline and level of authorization, the numbers are so small that such studies become questionable. These studies also become a lower priority when candidate success is clearly demonstrated in clinical practice and professional practice during the first three years after licensure. In short, channeling resources to reliability and validity studies when candidate success is well-documented through clinical practice results, work sample results, K-12 student learning, and hiring/supervising administrator perspective is questioned by faculty. UP administrators are promoting such studies for the results may allow the unit to reduce the number of assessments making data management more reasonable, Of course, this initiative must be balanced with the need for multiple lines of evidence.</p>
<b>Principle 9</b>	
<b>WESTERN OREGON UNIVERSITY</b>	<p>If candidates don't see the schematic up front and understand how the pieces fit together to create the whole, they can miss key linkages and meaning that under-girds a standards-based approach to teacher preparation. This can also give even more credence to the importance of a powerful Conceptual Framework.</p>
<b>CORBAN COLLEGE</b>	<p>I am grappling with this challenge with my faculty. Most are practitioners with years of field experience from a slightly pre-standards era. They have to see the whole before they can communicate that to candidates. Our candidates are also young, mostly traditional 18-22 year olds, and big pictures often escape them.</p>
<b>PORTLAND STATE UNIVERSITY</b>	<p>This is something that takes years to develop as a teacher. It's especially difficult these days when teachers have so little time to reflect on their own learning and see the bigger picture. If teachers don't see this, it's difficult to help others see it. I see this as the role of continuing professional development and speaks to the importance of selecting appropriate mentors to beginning teachers and appropriate cooperating teachers to student teachers. When standards are the focus of instruction the question remains, whose standards? Who sets the bar? How is it measured? And what are the consequences of not meeting those standards? On the students? The teachers? Society?</p>
<b>UNIVERSITY OF PORTLAND</b>	<p>This is not only important pedagogically, it is important in terms of due process. Making the professional standards and the related assessment system public will also help build confidence in teacher preparation, the K-12 system, as well as give teacher candidates a clear picture of the expectations required in this noble work.</p>

<p><b>Additional Challenges Offered from CORBAN COLLEGE</b></p>	<p>Scripted curriculum in schools is becoming more and more a challenge for our candidates. This is particularly true in elementary reading and math. Endorsement areas like PE, art and music also pose interesting challenges, particularly in assessment when student numbers are large, class periods are short, and in some cases, these subjects are disappearing from schools entirely.</p> <p>Another challenge is meeting all the needs of the learners that now appear in a classroom. How do you document all the thinking and planning that goes into serving 25-40 individuals with learning disabilities, emotional and behavioral challenges, English language learning needs, and all this added to state and federal mandates for Adequate Yearly Progress?</p> <p>I believe authentic assessments are a challenge for our less mature candidates. They have been successful in very traditional classroom settings and sometimes find it difficult to think about assessments for non-traditional learners. They believe the same test should suffice for all!</p>
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Clearly, although very different in size and mission (private versus public), all four institutions are grappling with similar challenges. Their approaches to solutions pose fertile ground for future dialogue and sharing, an occurrence not often facilitated until a practice becomes institutionalized or in this case mandated. Ironically, each institution is now engrained in their own method of implementing TWSM and may find it challenging to seek common solutions, common databases, and even common research activities. In his 1968 film, *Why Man Creates*, Saul Bass quipped, “Have you ever thought that radical ideas threaten institutions, then become institutions and in turn reject radical ideas which threaten institutions?” Truly, Teacher Work Sample Methodology has moved beyond a good idea and has perhaps even become its own institution, challenged to change by other radical ideas.

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