

Telepractice and the Work Sampling System

The telepractice information in this document is intended to support professionals in making informed, well-reasoned decisions around remote assessment. This information is not intended to be comprehensive regarding all considerations for assessment via telepractice. It should not be interpreted as a requirement or recommendation to conduct assessment via telepractice.

Professionals should remain mindful to:

- Follow professional best practice recommendations and respective ethical codes
- Follow telepractice regulations and legal requirements from federal, state and local authorities, licensing boards, professional liability insurance providers, and payors
- Develop competence with assessment via telepractice through activities such as practicing, studying, consulting with other professionals, and engaging in professional development.

Professionals should use their judgment to determine if assessment via telepractice is appropriate for a particular student, referral question, and situation. There are circumstances where assessment via telepractice is not feasible and/or is contraindicated. Documentation of all considerations, procedures, and conclusions remains a professional responsibility.

The Work Sampling System (WSS; Meisels et al., 2011) can be used in a remote learning situation to help to help teachers make instructional decisions. Work Sampling Online (WSO) can be used to add and upload evidence, including work samples.

Conducting Telepractice Assessment

Conducting a valid assessment in a telepractice service delivery model requires an understanding of the interplay of a number of complex issues. In addition to the general information on Pearson's telepractice page, teachers should address the following factors (Eichstadt et al., 2013) when planning to administer assessments via telepractice:

1. [Telepractice Environment & Equipment](#)
2. [Assessment Materials & Procedures](#)

3. [Student Considerations](#)

4. [Teacher Considerations](#)

1. Telepractice Environment & Equipment

Computers and Connectivity

Computers with audio and video capability and stable internet connectivity for both the teacher and students are required. A web camera, microphone, and speakers or headphones are required for both the teacher and the student. A second computer screen or split-screen format on a large computer monitor for the teacher is helpful to allow a view of instructional materials. The teacher also can use materials in paper format.

Audio Considerations

The teacher should test the audio for both the teacher and student(s) periodically to ensure a high-quality audio environment is present. Testing the audio should include an informal conversation where the teacher is listening for any clicks, pops, or breaks in the audio signal that distort or interrupt the voice of the student. The teacher should also ask if there are any interruptions or distortions in the audio signal on the student's end.

Audiovisual Distractions

While not always possible during distance learning, the teacher should do everything possible to make sure the student's environment is free from audio and visual distractions. If possible, the student should be positioned facing away from the door to ensure the teacher can verify through the student's camera that the door remains shut and can monitor any interruptions. The teacher should try to confirm that other devices (e.g., radios, televisions, cellular phones, fax machines, smart speakers, printers, and equipment that emit noise) are silenced.

Lighting

Good overhead and facial lighting should be established for the teacher and student. Blinds or shades should be closed to reduce sun glare on faces and the computer screens.

Video

High-quality video (HD preferred) is required during the administration. Make sure the full faces of the teacher and the student are seen using each respective web camera. The teleconferencing software should allow all relevant materials to be fully visible to the student when providing instruction; the view of the teacher should not impede the student's view of materials.

2. Assessment Materials & Procedures

During distance learning, teachers should consider gathering documentation in select areas of WSS. For example, a teacher can collect evidence in Language and Literacy and in Mathematical Thinking and review linked documentation weekly in those areas. Teachers can then collect more documentation if they have the opportunity or can link to indicators that match what the child did or said. Teachers will still need to complete the Developmental Checklist in all domains to see if they are able to assess the child's performance of the indicators. If they are unable to assess an area, they can mark the indicator DNO for Did Not Observe.

The following tips are for teachers incorporating WSS into remote learning.

- Teachers can incorporate the assessment into their lessons. For example, teachers can read the children a story, then ask them to draw a picture. The children can hold up the drawing to the camera for the teacher to screenshot, talk about it, or, if able, create a Google Docs (or similar) account and ask the families to upload.
- Teachers should be intentional about the evidence they choose to upload into WSS.
- To build relationships, teachers can have children bring a favorite toy or stuffed animal to class each day. This can serve as a conversation starter allowing children to build relationships with one another (e.g., "We both have a transformer!"). Having a toy can also help to reduce fidgeting.
- Teachers can ask children to take pictures of something in their house and tell them about it. This can take place during one-on-one conversations or within small groups.
- Teachers should encourage parents to read a book to the class or share a skill they have.
- Some schools are having parents pick up a two-week packet with materials that the teacher will use for the upcoming two weeks (e.g., a playdough mat and playdough that children can use to explore making letters, shapes, or work on fine motor skills). Teachers use the materials in the kit and items found in the home. Parents then return the items and pick up a new packet.
- When doing individual sessions, teachers can assess each child on what was covered during large group and small group sessions. For example, the teacher can say, "Get out your bears and let's see if we can make color families with them. I see you made a red family, and a yellow family, what other ways can we sort our bears?" At which point, the child might reply, "By size."
- In a Google Classroom (or your platform) the teacher can have assignments for children to do for the week and ask parents to help them with the skills.
- The teachers can model for parents how to work with their child. For example, the teacher might say, "Do you see how they are alternating the bears red/blue/red/blue. That is an AB pattern. What other items could they pattern in the home?" The teacher can suggest items like silverware, colored candy, or cereal.
- Teachers can label and describe what the child/children are doing so parents can hear their language (e.g., "I see you put the largest block on the bottom of the stack. That keeps your structure sturdy.")

- In their packet, teachers can send home items that children can put in order (e.g., small plastic bags of three different size shells, three lengths of yarn). Teachers can ask parents or students what they could put in order around the house, such as shoes, pans, plates, or food storage containers.
- Teachers can use choice boards (or bingo grids) with students at home. They can create a choice board every week for the students to choose what to do with the materials sent home or items in the home. They can put an X over the item once completed.
https://docs.google.com/document/u/0/d/1tpwAL3I17xdQR84J40WLQgFT4mr2qh26_qzBL7zTSIs/mobilebasic
- Teachers can incorporate YouTube videos into lessons. For example, Body Bop is a song that can be used with fidgety children. The benefit of music videos is that teachers can see how students are moving and rate their physical development. Videos also provide an opportunity for younger siblings to participate.

Gathering Documentation

Observational Notes

As teachers are listening and watching children remotely, they can take quick “jog notes.” These are notes that will “jog” their memory later in the day when you have time to input student data into Work Sampling Online (WSO). Notes are based on observations of children and they provide positive, factual, rich, and comprehensive information.

Matrices

Teachers can use matrices as they would in the classroom. Once they teach a small group lesson, teachers can assess in small group or individual sessions. Once they have assessed all the students that they need for that indicator, teachers can input the documentation in WSO. Teachers can create matrices ahead of time for the activities you have planned.

Photos

Teachers can ask parents to take photos of students in action. The parents can upload and send the photos to the teachers. Teachers can decide if they are able to use the photo, and then upload the photo or write it as a note. Teachers can also screenshot the children through the online platform and upload the picture to WSO.

Videos

Teachers can ask parents to take short videos of students. For example, the teacher can act out or show videos of nursery rhymes such as “Little Miss Muffet” during small or large group. Then the parents can send in videos of their child reenacting the nursery rhyme.

Work Samples

Teachers can screenshot a work sample, label it with what the child said, and upload it to WSO. Teachers should choose work samples intentionally to acquire information that they need about each child. For example, a teacher can have a child write their name in salt and have their parents take a picture. Also, teachers can read stories to students and have them retell the story during individual time by drawing a picture.

Developmental Checklist

Teacher still need to complete a checklist on every student. It is recommended that teachers focus first on the Language and Literacy and Mathematical Thinking domains, and then gather other documentation in other domains as possible. Teachers should rate every indicator if possible even if they don't have documentation. If they have not observed the indicator, teachers can mark Did Not Observe (DNO). Teachers can use their class profile report to help them decide what indicators they need to plan for instruction and observation in the upcoming weeks.

Family Conferences/Narrative Summary

Family conferences may be done virtually or by phone. Teachers should make sure caregivers have a copy of the narrative summary prior to the meeting. Teacher should always start with a positive before proceeding to what areas that they need to continue to work on with the child. The teacher should suggest ways to extend the child's learning at home. They should always end with a positive specific statement about the child. Teachers can include observational notes that the child said or did. The narrative summary should be individualized and show how the child demonstrates the skills.

Evaluating Equivalence Evidence

Pearson Clinical Assessment is tracking and aggregating the relevant equivalence evidence for our assessments, including the age range, population, direct evidence, and indirect evidence (see [Evidence for Remote Assessment](#)).

3. Student Considerations

Appropriateness

The teacher should first ensure that a telepractice environment is appropriate for the student and for the purpose of the assessment. Professional judgment, best practice guidance for telepractice (e.g., APA Services, 2020; ASPPB, 2013; IOPC, 2020), information from professional organizations and other professional entities (e.g., legal resources), consultation with other knowledgeable professionals, existing research, and any available federal or state regulations should be considered in the decision-making process. Consideration should be given to whether the necessary administrative and technological tasks involved in a telepractice session can be accomplished without influencing results.

Preparedness

As much as possible, the teacher should ensure that the student is well-rested, able, prepared, and ready to appropriately and fully participate in the instructional session.

4. Teacher Considerations

Teachers should, first and foremost, be realistic that they will not be able to collect the same assessment information virtually that they are able to collect in the classroom. Although they are not able to physically be with their students, teachers can still engage with them remotely. Using WSS during distance learning requires thinking about things in a different way. Although this is not an ideal setting, teachers can still find a way to meaningfully engage in a distance learning situation. For example, one positive outcome to teaching children remotely is that younger siblings are able to participate with movement and music, and story time. Younger siblings are future students so this is an opportunity to prepare them for learning now.

Another advantage to remote learning is that parents are usually close by and can hear the language a teacher uses with their child. This gives the teacher the opportunity to model how to acknowledge children, model how to read to children, and review rules with children. This insight can be of benefit for parents.

Real-Time Troubleshooting

In order to conduct a smooth telepractice session, audiovisual needs and materials must be managed appropriately. The teacher should provide verbal feedback to guide camera adjustment, checking the on-screen video shown by the peripheral camera/device to provide information about how to reposition it until the proper view is shown.

Examples

Work Samples

Figure 1 includes examples of student work samples.

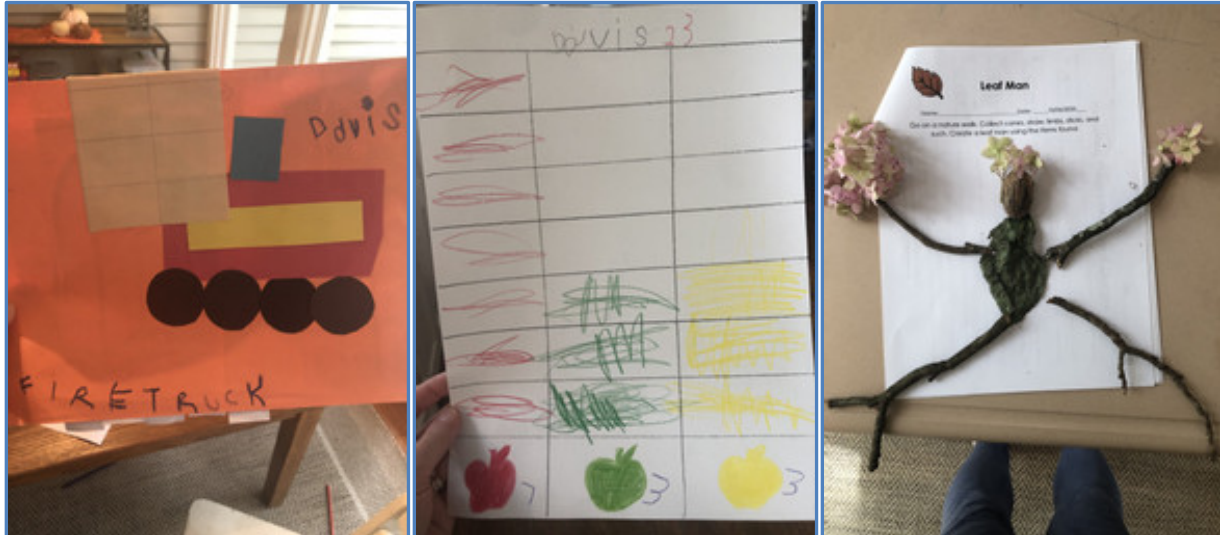


Figure 1. Work Samples

Activity Samples

The following activity is an example of Independent Group 1: Outdoor Play (see Figure 2).

Water Painting: Take a paint brush and a cup of water outside. Have your child dip the paint brush into the water and paint on stairs, pavement, or your driveway! This activity helps develop small hand and arm muscles. There's virtually no prep time and clean-up is a breeze!

Paint brush hack: If you don't have a paint brush handy, use a clothespin and attach a common household items (muffin liner, kitchen sponge, pompom, pipe cleaner, piece of a loofah, etc.).

Please take pictures of ALL letters attempted and upload to your page.



Figure 2. Water Painting Work Sample

The following example illustrates how a YouTube video can be incorporated into an activity.

[The Very Quiet Cricket by Eric Carle](#): Play the video and have students follow along with the characters' questions. Once the video is complete talk with students about different feelings. Encourage them to get a piece of paper or a paper plate and create an emotion face. They can use items found around the house.

Schedule Example

Pre-K Daily Schedule

8:00–8:15	Morning Time Activities “Emotions Match”	15 min
8:15–8:30	Large Group: “Who is Here?” Good Morning Song	15 min
8:30–8:45	Morning Message/ Large Group Literacy Weather Rhyming Game Finger Play	15 min
8:45–9:05	Breakfast	20 min
9:05–9:20	Story Time #1 I am a Leaf by Jean Marzollo https://www.youtube.com/watch?v=bH9NKpDvLCg	15 min
9:20–9:50	Small Group Session 1* Group One (Maggie, Matt, Lucy, Javier) <i>TEAMS: 1-to-1 Correspondence</i> Bring your Fall Numbers activity If you are not on TEAMS, you are encouraged to complete Independent Activities: Groups Two, Three, and Four in your home packet	30 min
9:50–10:00	Break	10 min
10:00–10:30	Small Group Session 2* Group Three (Tim, Javas, Kim, Quintoria)	30 min

	<p><i>TEAMS: 1-to-1 correspondence</i> Bring your Fall Numbers activity</p> <p>If you are not on TEAMS, you are encouraged to complete Independent Activities: Groups One, Two and Four in your home packet</p>	
10:30–11:25	Lunch	55 min
11:30–11:45	<p>Music and Movement Five Senses</p> <p>https://www.youtube.com/watch?v=nuwDp4zdUQo</p> <p>Wishy Washy Washer Woman</p> <p>https://youtu.be/1k2aD2XGXwM</p>	15 min
11:50–1:20	Recess/ Outdoor Play/ Specials (if applicable)	90 min
1:20–1:30	<p>Story Time #2</p> <p>The Very Quiet Cricket</p> <p>https://www.youtube.com/watch?v=YdiGEjz5b0Q</p>	10 min
1:30–1:45	Closing Activity*	15 min

Conclusion

This observational assessment was not designed for use in a telepractice mode, and this should be taken into consideration when using the Work Sampling System in a telepractice environment. For example, the teacher should consider relying on convergence of multiple data sources and/or being tentative about conclusions. Provided that the teacher has thoroughly considered and addressed the factors and the specific considerations as listed above, the teacher should be prepared to observe and comment about the reliable and valid collection of observational data via telepractice.

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