Lesson Analysis
WIU Teacher Work Sample Assignment for EIS 303 & EIS 304

Submit this assignment as a Microsoft Word file under the appropriate heading on the ASSIGNMENTS section of WesternOnline. This assignment is due on or before Sunday, March 27 at 11:55 p.m.
Assignment needs to be 3-5 pages in length.

Analyze in detail one objective as it relates to lesson(s) that you taught.

Learning Objectives and Benchmarks: The teacher candidate sets significant, challenging, varied, and appropriate learning objectives and benchmarks.

Task 1: List the benchmark(s) from the Illinois Learning Standards that your objective is designed to address.

Task 2: State objective based on the identified benchmarks from the Illinois Learning Standards.

Assessment Plan: The teacher candidate uses multiple assessment modes and approaches to assess student learning before, during, and after instruction.

Task 3: Provide a rationale for your assessment and consider how it reflects an accurate, consistent, and fair evaluation of student learning.

Task 4: EIS 303: Describe and include a copy of your assessment for the objective. EIS 304: Describe and include a copy of the pre- and post-assessments for the objective.

Design for Instruction Definition: Based upon previously identified benchmarks, objectives, and assessment(s), the teacher candidate designs a unit of instruction targeted at student needs and characteristics (including behaviors) specific to the learning context.

Task 5: EIS 304: Present and discuss the results of the pre-assessment(s).

Task 6: Describe the instructional methods and technologies you used in your lesson(s).
   - Be sure to attach lesson plan

Task 7: Address relevant student behavior, classroom management, and accommodations for individual learners.
Analysis and Interpretation of Student Learning and Performance: The teacher candidate uses assessment data collected from all students in the class to analyze student learning and performance and communicate this information about student progress and achievement.

Task 8: Describe the results of student learning and performance, using visual representations and narrative, based on your assessments.

- EIS 304: Provide individual visual representation of the pre-assessment and post-assessment for the objective.
- EIS 303: Provide individual visual representation of the post-assessment for the objective.

Provide one or more examples of the learning objective where the students were most successful and utilize your data to explain why.

- Describe the example from your assessment. Why were the students successful? What instructional strategies did you use that were effective (class management, clear and concise directions, procedures, assessment format)? What additional strategies could you use to further student success?

Provide one or more examples of the learning objective where the students were least successful and utilize your data to explain why.

- Describe the example from your assessment. Why were students unsuccessful? What instructional strategies did you use that were ineffective (class management, clear and concise directions, procedures, assessment format)? What specifically would you do differently to improve student outcomes? What specific instructional strategies could you have used to achieve positive student outcomes?

Task 9: Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.

Task 10: Based on your analysis, what would you do differently to improve student outcomes? What other instructional strategies could you have used to achieve positive student outcomes?