

## WIU Teacher Work Sample Tasks and Directions

**1. Contextual Factors:** *The teacher candidate uses information about the learning-teaching context and student individual differences to set learning objectives and benchmarks and plan instruction and assessment informed by their understanding of relevant major schools of thought.*

**Tasks:**

- 1.1. Describe community, district and school factors that may impact student learning.
- 1.2. Describe classroom factors that may impact student learning.
- 1.3. Describe student characteristics that may impact student learning.
- 1.4. Identify and discuss the potential instructional implications of one or more contextual factors as informed by your understanding of the major schools of thought.

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

**Tasks:**

- 2.1. List the benchmarks from the Illinois Learning Standards that your unit is designed to address.
- 2.2. State daily objectives based on the identified benchmarks from the Illinois Learning Standards.
- 2.3. Discuss why the benchmarks and objectives are appropriate in terms of development, pre-requisite knowledge, skills, and other student needs.

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

**Tasks:**

- 3.1. Provide an overview of the assessment plan, including alignment with the benchmark(s) and objectives you have identified.
- 3.2. Provide a rationale for the assessment plan as a whole. Remember to consider the issues of accuracy (i.e., validity), consistency (i.e., reliability), and fairness.
- 3.3. Describe and include a copy of the pre- and post-assessments for the unit.
- 3.4. Describe the plan for formative assessment that will help determine student progress during the unit.
- 3.5. Provide a rationale for adaptations of assessments based upon the individual needs of students.

**4. Design for Instruction:** *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.*

**Tasks:**

- 4.1. Present and discuss the results of the pre-assessment(s).
- 4.2. Describe the instructional technologies you plan to use in your unit.
- 4.3. Provide the lesson plans used in the unit. Among the many components of the lesson plan, be sure to address relevant student behavior, classroom management, and accommodations for individual learners.
- 4.4. Discuss how the contextual information and data were used to select appropriate activities, assignments, and resources.
- 4.5. Provide a rationale for your instructional design.

**5. Instructional Decision-Making:** *The teacher candidate uses ongoing analysis of student learning and student behaviors based upon daily assessments to make instructional decisions.*

**Tasks:**

- 5.1. Describe the changes you made, if any, to your lesson while teaching it and provide a rationale for the changes you made.
- 5.2. Discuss the impact of the changes described above citing evidence or examples to support your assertion.
- 5.3. Describe any changes you need to make for the class as a whole in the next lesson in the unit and provide a rationale for the changes you intend to make.
- 5.4. Describe any changes you need to make for any individual or group in the class in the next lesson in the unit and provide a rationale for the changes you intend to make.

**6. 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.*

**Tasks:**

- 6.1. Describe the results of student learning and performance, using visual representations and narrative based on your summative assessments.
  - ❖ Provide one or more examples of the learning objectives where students were most successful and utilize your data to explain why.
  - ❖ Provide one or more examples of the learning objectives where students were least successful and utilize your data to explain why.
  - ❖ Describe the successful adaptations you made throughout the unit to help individual students achieve learning objectives.
- 6.2. Analyze all student data to explain progress and achievement toward lesson objectives and ILS benchmarks.
- 6.3. Provide an interpretation of your results and discuss the implications.

**7. Reflection and Self-Evaluation:** *The teacher candidate reflects on his or her instruction and student learning to improve his or her teaching.*

**Tasks:**

- 7.1. Discuss your implementation of this unit in terms of its impact on student learning in light of the major schools of thought that you previously discussed under contextual factors.
- 7.2. Discuss what you learned about yourself as a teacher.
- 7.3. Reflect on possibilities for your own professional development.