

Unit Work Sample Template

Teacher's name _____

District _____ School _____

Grade level(s)/Subject area(s) _____

Academic year _____

Dates of unit from _____ to _____ Number of lessons in unit _____

UWS Section I: **Unit Topic or Title** (from the LRP, key element 1.C)

UWS Section II: **Contextual Factors** (from the LRP, key element 1.A)

Describe the contextual factors (including the relevant student characteristics from key element 1.A of the long-range plan as well as any other factors related to the community, district, school, classroom, or students) that are likely to impact instruction and/or student learning with regard to the selected instructional unit. Include a description of the ways in which each of these factors will be taken into consideration during unit planning and instruction.

UWS Section III: Unit Plan

UWS Section III, Part A (key element 2.A): Describe the unit objectives and their correlated standards or expectations.

Unit Objectives (Key element 2.A)	Correlated Standards/Expectations
1.	
2.	
3.	
4.	
5.	

UWS Section III, Part B (key elements 3.A and 3.C): Describe and/or attach the assessments for each unit objective. Include descriptions of any necessary accommodations. For each assessment, include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item weights, and the like). Note: Attachments must be clearly labeled to indicate their relationship to the elements in the table below.

Assessments (Key element 3.A)	Accommodations (Key element 3.A)	Evaluation Criteria (Key element 3.C)
<i>Unit Objective 1: Pre-Assessment(s)</i> <i>Unit Objective 1: Post-Assessment(s)</i> <i>Unit Objective 1: Other Assessment(s)</i>		
<i>Unit Objective 2: Pre-Assessment(s)</i> <i>Unit Objective 2: Post- Assessment(s)</i> <i>Unit Objective 2: Other Assessment(s)</i>		

<i>Unit Objective 3:Pre-Assessment(s)</i>		
<i>Unit Objective 3:Post-Assessment(s)</i>		
<i>Unit Objective 3: Other Assessment(s)</i>		
<i>Unit Objective 4:Pre-Assessment(s)</i>		
<i>Unit Objective 4:Post-Assessment(s)</i>		
<i>Unit Objective 4: Other Assessment(s)</i>		
<i>Unit Objective 5:Pre-Assessment(s)</i>		
<i>Unit Objective 5:Post-Assessment(s)</i>		
<i>Unit Objective 5: Other Assessment(s)</i>		

UWS Section III, Part C (key element 3.B): *After administering the pre-assessment(s), analyze student performance relative to the unit objectives. **Attach** one or more clearly labeled tables, graphs, or charts that depict the results of the pre-assessment(s) in a format that allows you to find patterns of student performance relative to each objective. Summarize the results of the pre-assessment(s) and describe the implications of these results on instruction.*

UWS Section III, Part D (key elements 2.B): Describe the key instructional activities, strategies, materials, and resources (including instructional technology), and indicate the unit objectives (numbered according to the order in which they are listed in UWS Section III, Part A) that are addressed.

Activities/Strategies/Materials/Resources (Key element 2.B)	Unit Objective Number(s)

UWS Section IV: Analysis of Student Learning (Key elements 3.B and 3.C)

*Once you have completed the unit, analyze all of your assessments and determine your students' progress relative to the unit objectives. **Attach** clearly labeled tables, graphs, or charts that depict student performance for the entire class, for one selected subgroup, and for at least two individual students. For each visual representation, provide a descriptive narrative that summarizes your analysis of student progress and achievement. Finally, explain the ways in which you have assigned student grades (or other indicators of student performance), and include a description of the ways in which these results have been recorded as well as how and to whom they have been reported.*

UWS Section V: Reflection and Self-Assessment (Key elements 3.B and 2.C)

Reflect on and describe the relationship between your students' progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

Reflection on Instruction and Student Learning

Teacher _____ Subject/Course _____
School _____ Grade level(s) _____
Lesson topic _____ Date of observation _____

Instructions to the teacher: Please reflect on teaching and learning that occurred while you were being observed, and respond to each of the following prompts. Attach examples, if available.

1. *This lesson was a part of which unit? Did this lesson fall near the beginning, middle, or end of the unit?*
2. *What were the objectives? How well do you think your students understood the overall purpose and relevance of the instruction?*
3. *What effect did your teaching strategies have in terms of promoting student learning and keeping your students meaningfully engaged?*
4. *How did you assess student learning during the lesson? What were the results?*
5. *What types of feedback did or will you provide to the students regarding their performance, and why?*
6. *In what way(s) and to what extent did the classroom environment impact your instruction, either positively or negatively?*
7. *What decisions did you make regarding subsequent instruction for these students, and why?*
8. *If and when you teach this lesson again, what changes, if any, will you make, and why?*
9. *What did you learn as a result of teaching this lesson?*