Teacher Work Sample

Your Name

Semester

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# Contextual Analysis

 Include the following:

1. School Characteristics
2. Community Characteristics
3. Classroom Setting Characteristics

Three Students Chosen for TWS Study (Pick 3 students from your classroom that are considered: advanced, benchmark, struggling, for whom you will specifically differentiate your instruction)

 **Student 1 Contextual Analysis:** (Why did you choose this student? How will you be differentiating your teaching to meet this student’s needs? Accommodations, modifications, etc.)

 **Student 2 Contextual Analysis:** (Why did you choose this student? How will you be differentiating your teaching to meet this student’s needs? Accommodations, modifications, etc.)

 **Student 3 Contextual Analysis:** (Why did you choose this student? How will you be differentiating your teaching to meet this student’s needs? Accommodations, modifications, etc.)

Main Idea**:** Unit Concept

# Unit Breakdown

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standards Addressed:** | **Evidence Outcomes:** | **Lesson Objectives:** | **Assessment Tools:** | **Differentiation Strategies:** | **Rationale /****Justification:** |
| **Example:****Standard: 3. Economics** | **b.** Identify goods and services and recognize examples of each (DOK 1) | **By the end of a 30 minute lesson, students will identify 4 businesses and the products they sell.**  | **Exit Ticket****Oral Response****Take home worksheet** | **Advanced: Interest based learning, to find a local business and product****Struggling: Supported close notes for key terms.** | **All students will deliver a product that supports their knowledge of goods and services.** **The assessment tools used are designed to measure student knowledge throughout the lesson and have students discuss with their parents the nature of goods, services and businesses in Pueblo** |
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Pre-Assessment(Pre-Assessment must match the post assessment.)

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[ ] Video Clips [ ]  Audio Recordings [ ]  Lab

[ ]  Lecture [ ]  Other: Click here to enter text.

**Content:** Click here to enter text.

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[ ] Cooperative Group Work [ ]  Partner Work [ ]  Movement

[ ] Manipulatives [ ]  Debates [ ]  Role Play/Simulation

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**Universal Design for Learning Theory**

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[ ] Artifacts [ ]  Pictures [ ]  Graphic Organizers

[ ] Video Clips [ ]  Audio Recordings [ ]  Lab

[ ]  Lecture [ ]  Other: Click here to enter text.

**Content:** Click here to enter text.

**Engagement – Options for Engaging Student Interest**

[ ] Cooperative Group Work [ ]  Partner Work [ ]  Movement

[ ] Manipulatives [ ]  Debates [ ]  Role Play/Simulation

[ ]  Other: Click here to enter text.

**Process:** Click here to enter text.

**Expression – Options for Demonstrating Student Learning**

[ ] Written Response [ ]  Oral Response [ ]  Illustrated Response

[ ] Model Creation [ ]  Other: Click here to enter text.

**Product:** Click here to enter text.

**Cultural Considerations**

[ ] Nature of Content and Ethnicity/culture of students

[ ]  Other: Click here to enter text.

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Post-Assessment

# Appendix A Unit Reflection

Reflections for 10 Lessons

Data/Graphs

# Appendix B References

References for all teaching materials used by teacher and student, in APA style formatting.

# Appendix C Examples of Student Work

Examples of Student Work (To include 1 video, copies of student work created for 10 lessons and assessment data)