



Student Teaching Evaluation of Performance (STEP) Template

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STEP Standard 1 - Contextual Factors: Knowing Your School and Community

Student Teaching Evaluation of Performance (STEP) is the process for preparing and implementing a unit of instruction.

By understanding the community, school environment, and the makeup of the classroom, you will be able to strategically meet the overall needs of your students.

By analyzing the student demographics, environmental factors, and student academic factors, you will be able to strategically meet the overall needs of your students. In the first two weeks of student teaching, you should focus on learning about the students you will be working with.

Part I: Community, District, School, and Classroom Factors

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part I](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Part II: Demographic, Environment, and Academic Factors

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part II](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Please note, that in order to submit this assignment, you must:

1. Complete each section of the *STEP Standard 1*
 - **Note:** Closing your internet browser before the signing process is completed will result in a loss of your work. If you will be completing this document in multiple sittings, it is highly recommended to save and back up your work on another document. When you are ready to make your final submission, copy and paste your responses into this document. The data from this electronic document will not be saved until you complete the signing process.
2. Complete the signing process by entering your name, selecting “Click to Sign,” and entering your email address.
 - An initial email will be sent to you to confirm your email address.
 - A completed copy of the document will be emailed to you within minutes of confirming your email address.
3. After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

STEP Standard 2 - Writing Standards-Based Measurable Objectives and Learning Goals

Part of the planning process is to identify overall learning goals for a unit or lesson, as well as the lesson's specific learning objectives. Goals and objectives should be aligned not only to standards, but also to student pre-assessment data.

The unit you are planning should be one you are preparing to teach during Weeks 5-7. The standards and objectives need to align with your pre- and post-assessments and objectives.

Note: You will not teach this unit until you get feedback from both your instructor and your mentor teaching on this STEP.

Unit Topic:

Unit Title:

National or State Academic Content Standards:

Learning Goal:

Measurable Objectives:

If you would like feedback on your pre-assessment for alignment prior to administering, copy it in here.

STEP Standard 3 - Assessment and Data Literacy

Pre- and post-assessments are used to assess the learning that takes place from participating in a learning activity. The pre-assessment is given to students before instruction, in order to determine their prior knowledge of the topic, or inaccurate knowledge, which is sometimes the case. After students have participated in the unit, they are given the post-assessment, which can be the same as the pre-assessment, a modified version, or something comparable that measures the same concepts.

Formative assessment is acceptable, work with your mentor teacher to determine the best way to collect data in your classroom.

Pre-Assessment - Copy and paste the pre-assessment you plan to use to assess the students' knowledge of the topic prior to implementing the unit lessons. Include the scoring criteria used to determine whether the student is Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives.

Unique Learning System for Benchmark Assessments baseline to determine students' progress

- Math problem solving: Adding and subtracting.
- . Basic math: Numbers and Counting to 20.
- Early Learning: Emerging Math.
- Emerging Skills: Early Emerging Math rubric.

Unit Checkpoint Assessments

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics

Pre-Assessment Data: Whole Class - Once you have assessed your students' knowledge on the topic, collect and analyze the pre-assessment data to determine if you will need to modify the standards, learning goal, or measurable objectives that will be addressed during instruction.

	Number of Students
Highly Proficient (90%-100%)	0
Proficient (80%-89%)	2
Partially Proficient (70%-79%)	2

Minimally Proficient (69% and below)	4
Pre-Assessment Analysis: Whole Class	

Post-Assessment – Copy and paste the post-assessment you plan to use to assess the students’ knowledge of the topic after implementing the unit lessons. The post-assessment can be the same as the pre-assessment, a modified version, or something comparable that measures the same concepts. Include the scoring criteria used to determine whether students are Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives.

Highly Proficient (90%-100%)	0
Proficient (80%-89%)	2
Partially Proficient (70%-79%)	2

Minimally Proficient (69% and below)	4
Pre-Assessment Analysis: Whole Class	

Unique Learning System for Benchmark Assessments baseline to determine students’ progress:

- Math problem solving: Adding and subtracting.
- . Basic math: Numbers and Counting to 20.
- Early Learning: Emerging Math.
- Emerging Skills: Early Emerging Math rubric.

Unit Checkpoint Assessments:

- Level 3 - 2, Mathematics
- Level 1 Combined Counting, Reading and Mathematics

STEP Standard 4 - Unit and Lesson Planning

During the design phase, you will carefully construct activities that are geared toward improving learning outcomes in your specific disciplines. Each activity should align to instructional goals and demonstrate your understanding of the pre-assessment data results, contextual factors, student learning needs, and management strategies.

Collaborate with your Cooperating Teacher/Mentor to design a unit of instruction that aligns to state content standards. Be sure to include technology integration and demonstrate how you will differentiate your lessons to meet the needs of individual students.

Note: When implementing the unit of study, you will be choosing one of these activities to video record, review, and reflect on your teaching in the STEP process.

Grade Level: 6-7

Unit/Subject: Math

	Day 1	Day 2	Day 3	Day 4	Day 5
National/State Learning Standards <i>List specific grade-level standards that are the focus of the lesson being presented.</i>	Georgia Standards for K-12 Mathematics. NR Numerical Reasoning. 6.NR.1. Solve relevant mathematical problems involving operations with whole numbers, fractions, and decimal numbers. MGSE6.NS.5 Compute fluently	Georgia Standards for K-12 Mathematics. NR Numerical Reasoning. 6.NR.1. Solve relevant mathematical problems involving operations with whole numbers, fractions, and decimal numbers. MGSE6.NS.5 Compute fluently	Georgia Standards for K-12 Mathematics. NR Numerical Reasoning. 6.NR.1. Solve relevant mathematical problems involving operations with whole numbers, fractions, and decimal numbers. MGSE6.NS.5 Compute fluently	Georgia Standards for K-12 Mathematics. NR Numerical Reasoning. 6.NR.1. Solve relevant mathematical problems involving operations with whole numbers, fractions, and decimal numbers. MGSE6.NS.5 Compute fluently	Georgia Standards for K-12 Mathematics. NR Numerical Reasoning. 6.NR.1. Solve relevant mathematical problems involving operations with whole numbers, fractions, and decimal numbers. MGSE6.NS.5 Compute fluently

<p>with multi-digit numbers.</p> <p>MGSE 1OA.7 – Understand the meaning of the equal sign.</p> <p>InTASC Standard 1: Student Development -1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.</p> <p>InTASC 1.2 Teacher candidates collaborates with families, communities, colleagues, and other professionals to promote student growth and development.</p>	<p>with multi-digit numbers.</p> <p>MGSE 1OA.7 – Understand the meaning of the equal sign.</p> <p>InTASC Standard 1: Student Development -1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.</p> <p>InTASC 1.2 Teacher candidates collaborates with families, communities, colleagues, and other professionals to promote student growth and development.</p>	<p>with multi-digit numbers.</p> <p>MGSE 1OA.7 – Understand the meaning of the equal sign.</p> <p>InTASC Standard 1: Student Development -1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.</p> <p>InTASC 1.2 Teacher candidates collaborates with families, communities, colleagues, and other professionals to promote student growth and development.</p>	<p>with multi-digit numbers.</p> <p>MGSE 1OA.7 – Understand the meaning of the equal sign.</p> <p>InTASC Standard 1: Student Development -1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.</p> <p>InTASC 1.2 Teacher candidates collaborates with families, communities, colleagues, and other professionals to promote student growth and development.</p>	<p>with multi-digit numbers.</p> <p>MGSE 1OA.7 – Understand the meaning of the equal sign.</p> <p>InTASC Standard 1: Student Development -1.1 Teacher candidates create developmentally appropriate instruction that takes into account individual students’ strengths, interests, and needs and enables each student to advance and accelerate his or her learning.</p> <p>InTASC 1.2 Teacher candidates collaborates with families, communities, colleagues, and other professionals to promote student growth and development.</p>
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	<p>InTASC Standard 2: 2.1 -Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p> <p>InTASC Standard 6: Assessment – 6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.</p> <p>InTASC Standard 7: Planning for Instruction – 7.1 Teacher candidates plan how to achieve each student’s learning goals,</p>	<p>InTASC Standard 2: 2.1 -Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p> <p>InTASC Standard 6: Assessment – 6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.</p> <p>InTASC Standard 7: Planning for Instruction – 7.1 Teacher candidates plan how to achieve each student’s learning goals,</p>	<p>InTASC Standard 2: 2.1 -Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p> <p>InTASC Standard 6: Assessment – 6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.</p> <p>InTASC Standard 7: Planning for Instruction – 7.1 Teacher candidates plan how to achieve each student’s learning goals,</p>	<p>InTASC Standard 2: 2.1 -Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p> <p>InTASC Standard 6: Assessment – 6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.</p> <p>InTASC Standard 7: Planning for Instruction – 7.1 Teacher candidates plan how to achieve each student’s learning goals,</p>	<p>InTASC Standard 2: 2.1 -Teacher candidates design, adapt, and deliver instruction to address each student’s diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.</p> <p>InTASC Standard 6: Assessment – 6.1 Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.</p> <p>InTASC Standard 7: Planning for Instruction – 7.1 Teacher candidates plan how to achieve each student’s learning goals,</p>
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	<p>choosing appropriate strategies and accommodation, resources, and materials to differentiate instruction for individuals and groups of students.</p> <p>InTASC Standard 8: Instructional Strategies – 8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>choosing appropriate strategies and accommodation, resources, and materials to differentiate instruction for individuals and groups of students.</p> <p>InTASC Standard 8: Instructional Strategies – 8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>choosing appropriate strategies and accommodation, resources, and materials to differentiate instruction for individuals and groups of students.</p> <p>InTASC Standard 8: Instructional Strategies – 8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>choosing appropriate strategies and accommodation, resources, and materials to differentiate instruction for individuals and groups of students.</p> <p>InTASC Standard 8: Instructional Strategies – 8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>choosing appropriate strategies and accommodation, resources, and materials to differentiate instruction for individuals and groups of students.</p> <p>InTASC Standard 8: Instructional Strategies – 8.2 Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>
<p>Specific Learning Target(s)/Objectives <i>Based on state standards, identify what is intended to be measured in learning.</i></p>	<p>Students will understand and use +, - and = symbols to solve addition and subtraction problems.</p>	<p>Students will understand and use +, -and = symbols to solve addition and subtraction problems.</p>	<p>Students will understand and use +, -and = symbols to solve addition and subtraction problems</p>	<p>Students will understand and use +, -and = symbols to solve addition and subtraction problems.</p>	<p>Students will understand and use +, -and = symbols to solve addition and subtraction problems.</p>
<p>Academic Language <i>General academic vocabulary</i></p>	<p>Math Words</p>	<p>Math Words</p>	<p>Math Words</p>	<p>Math Words</p>	<p>Math Words</p>

<i>and content-specific vocabulary included in the unit.</i>	Add Altogether Answer Carry Count Equal More Plus Solve Whole	Add Altogether Answer Carry Count Equal More Plus Solve Whole	Add Altogether Answer Carry Count Equal More Plus Solve Whole	Add Altogether Answer Carry Count Equal More Plus Solve Whole	Add Altogether Answer Carry Count Equal More Plus Solve Whole
Unit Resources, Materials, Equipment, and Technology <i>List all resources, materials, equipment, and technology to be used in the unit.</i>	Smartboard Unique Learning System Materials and Resources (worksheets) Read-aloud Math Story 1: Adding to 10 Vertical Manipulatives Magnet Numbers Vocabulary Words and definitions Math/Reading Journal	Smartboard Unique Learning System Materials and Resources (worksheets) Read-aloud Math Story 2: Adding to 10 Horizontal Manipulatives Magnet Numbers Vocabulary Words and Definitions Math/Reading Journal	Smartboard Unique Learning System Materials and Resources (worksheets) Read-aloud Math Story 3: Adding to 20 Vertical Manipulatives Magnet Numbers Vocabulary Words and Definitions Math/Reading Journal	Smartboard Unique Learning System Materials and Resources (worksheets) Read-aloud Math Story 4: Adding to 20 Horizontal Manipulatives Magnet Numbers Vocabulary Words and Definitions Math/Reading Journal	Smartboard/ Review of vocabulary words and definitions Unique Learning System Materials and Resources (worksheets) Math Story Problems review. Reteach Using manipulatives and magnet numbers as needed to support student learning.
Depth of Knowledge Lesson Questions	Focus question: Teacher will display a plus sign and ask,	Focus question: Teacher will display a plus sign and ask,	Focus question: Teacher will display a plus sign and ask,	Focus question: Teacher will display a plus sign and ask,	Focus question: Teacher will display a plus sign and ask,

<p><i>What questions can be posed throughout the lesson to assess all levels of student understanding?</i></p> <ul style="list-style-type: none"> • <i>Level 1: Recall</i> • <i>Level 2: Skill/Concepts</i> • <i>Level 3: Strategic Thinking</i> • <i>Level 4: Extended Thinking</i> 	<p>when you see this sign what should we do-add or subtract? We will then discuss their responses.</p> <p>Level 1: What is the symbol for addition? What must you do when you see a plus (+) sign?</p> <p>Level 2: What rule must you remember when you have a plus sign (+) and two columns of numbers. 1. You must ___ the numbers up.</p> <p>Level 3: What must you do when you have a plus sign and three columns of numbers?</p>	<p>when you see this sign what should we do-add or subtract? We will then discuss their responses.</p> <p>Level 1: What is the symbol for addition? What must you do when you see a plus (+) sign?</p> <p>Level 2: What rule must you remember when you have a plus sign (+) and two columns of numbers. 1. You must ___ the numbers up.</p> <p>Level 3: What must you do when you have a plus sign and three columns of numbers?</p>	<p>when you see this sign what should we do-add or subtract? We will then discuss their responses.</p> <p>Level 1: What is the symbol for addition? What must you do when you see a plus (+) sign?</p> <p>Level 2: What rule must you remember when you have a plus sign (+) and two columns of numbers. 1. You must ___ the numbers up.</p> <p>Level 3: What must you do when you have a plus sign and three columns of numbers?</p>	<p>when you see this sign what should we do-add or subtract? We will then discuss their responses.</p> <p>Level 1: What is the symbol for addition? What must you do when you see a plus (+) sign?</p> <p>Level 2: What rule must you remember when you have a plus sign (+) and two columns of numbers. 1. You must ___ the numbers up.</p> <p>Level 3: What must you do when you have a plus sign and three columns of numbers?</p>	<p>when you see this sign what should we do-add or subtract? We will then discuss their responses.</p> <p>Level 1: What is the symbol for addition? What must you do when you see a plus (+) sign?</p> <p>Level 2: What rule must you remember when you have a plus sign (+) and two columns of numbers. 1. You must ___ the numbers up.</p> <p>Level 3: What must you do when you have a plus sign and three columns of numbers?</p>
<p>Anticipatory Set</p> <p><i>How will students' prior knowledge be activated as well as gain student interest in the upcoming content?</i></p>	<p>Teacher will introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.</p>	<p>Teacher will introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.</p>	<p>Teacher will introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.</p>	<p>Teacher will introduce and discuss the symbols used in an addition problem, including the plus sign and equal sign.</p>	<p>Teacher will ask for volunteers to model an addition problem using the plus sign symbol or equal.</p>
Presentation of Content					
<p>Multiple Means of Representation</p> <p><i>Describe how content will be presented in various ways to</i></p>	<p>Differentiated tasks for Level 1, Level 2, and Level 3 according to each student's level of</p>	<p>Differentiated tasks for Level 1, Level 2, and Level 3 according to each student's level of</p>	<p>Differentiated tasks for Level 1, Level 2, and Level 3 according to each student's level of</p>	<p>Differentiated tasks for Level 1, Level 2, and Level 3 according to each student's level of</p>	<p>Differentiated tasks for Level 1, Level 2, and Level 3 according to each student's level of</p>

<p><i>meet the needs of different learners.</i></p>	<p>understanding. Use strategies suggested by the mentor teacher, i.e., read-aloud, sequencing, chunking, scaffolding, and small groups.</p>	<p>understanding. Use strategies suggested by the mentor teacher, i.e., read-aloud, sequencing, chunking, scaffolding, and small groups.</p>	<p>understanding. Use strategies suggested by the mentor teacher, i.e., read-aloud, sequencing, chunking, scaffolding, and small groups.</p>	<p>understanding. Use strategies suggested by the mentor teacher, i.e., read-aloud, sequencing, chunking, scaffolding, and small groups.</p>	<p>understanding. Use strategies suggested by the mentor teacher, i.e., read-aloud, sequencing, chunking, scaffolding, and small groups.</p>
<p>Multiple Means of Representation Differentiation</p> <p><i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> <i>English Language Learners (ELL)</i> <i>Students with special needs</i> <i>Students with gifted abilities</i> <p><i>Early finishers (those who finish early and may need additional sources/support)</i></p>	<p>Level 1: Students will be given manipulatives, a number line, worksheet, and small group instruction.</p> <p>Level 2: Teacher will model addition of two column numbers (vertical and horizontal). Students will complete two column worksheets (vertical and horizontal).</p> <p>Level 3: Teacher will model addition of three column numbers (vertical). Students will complete three column addition worksheets (vertical)</p>	<p>Level 1: Students will be given manipulatives, a number line, worksheet, and small group instruction.</p> <p>Level 2: Teacher will model addition of two column numbers (vertical and horizontal). Students will complete two column worksheets (vertical and horizontal).</p> <p>Level 3: Teacher will model addition of three column numbers (vertical). Students will complete three column addition worksheets (vertical)</p>	<p>Level 1: Students will be given manipulatives, a number line, worksheet, and small group instruction.</p> <p>Level 2: Teacher will model addition of two column numbers (vertical and horizontal). Students will complete two column worksheets (vertical and horizontal).</p> <p>Level 3: Teacher will model addition of three column numbers (vertical). Students will complete three column addition worksheets (vertical)</p>	<p>Level 1: Students will be given manipulatives, a number line, worksheet, and small group instruction.</p> <p>Level 2: Teacher will model addition of two column numbers (vertical and horizontal). Students will complete two column worksheets (vertical and horizontal).</p> <p>Level 3: Teacher will model addition of three column numbers (vertical). Students will complete three column addition worksheets (vertical)</p>	<p>Level 1: Students will be given manipulatives, a number line, worksheet, and small group instruction.</p> <p>Level 2: Teacher will model addition of two column numbers (vertical and horizontal). Students will complete two column worksheets (vertical and horizontal).</p> <p>Level 3: Teacher will model addition of three column numbers (vertical). Students will complete three column addition worksheets (vertical)</p>

	Gifted students and Early finishers will be given extra support as needed (practice sheets to take home).	Gifted students and Early finishers will be given extra support as needed (practice sheets to take home).	Gifted students and Early finishers will be given extra support as needed (practice sheets to take home).	Gifted students and Early finishers will be given extra support as needed (practice sheets to take home).	Gifted students and Early finishers will be given extra support as needed (practice sheets to take home).
Application of Content					
Multiple Means of Engagement <i>How will students explore, practice, and apply the content?</i>	During whole class instruction, teacher and class will read-aloud Mary Beth is setting up the lights for the school play. She counts 2 stage lights. She counts 6 light bulbs. How many items does Mary Beth count altogether? Group 1 will use manipulatives to get the answer. Groups 2 and 3 will set up the math problem and solve.	During whole class instruction, teacher and class will read-aloud Mario is putting away items backstage. He Puts away 10 stage lights and 5 safety pins. How many items does Mario put away altogether? Groups 2 and 3 will write their answers on the worksheet. Group 1 will use the manipulatives to find the answer and write their answer on the worksheet.	During whole class instruction, teacher and class will read-aloud Mary Beth is counting items for the scenery. She counts 11 nails and 6 cans of spray paint. How many items does Mary Beth count altogether? Teacher will monitor and observe each student and assist as needed. All students can independently access the model and manipulatives if needed. Each student will write the answer on the worksheet.	During whole class instruction, teacher and class will read-aloud Randy is handing out items to students helping backstage. He hands out 27 nails and 42 cans of spray paint. How many items does Randy hand out altogether? Teacher will monitor and observe each student and assist as needed. All students can independently access the model and manipulatives if needed. Each student will write the answer on the worksheet.	Teacher will reteach and model how to compute fluently multi-digit numbers. Students that have manually grasp how to fluently add one, two, and three column addition problems will create an addition problem and have members of their group find the answers.
Multiple Means of Engagement Differentiation	Teacher will provide students with appropriate real-world Math stories, manipulatives, and	Level 1 students will model counting the lesson objects for the first number in the problem. Then model	Teacher will check for understanding. Level 3: Can the students read, write, and solve a math	Teacher will check for understanding. Level 2: Can the student use objects/manipulatives	Teachers will check for understanding. Level 1: Can the student participate in

<p><i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> • <i>English Language Learners (ELL)</i> • <i>Students with special needs</i> • <i>Students with gifted abilities</i> <p><i>Early finishers (those who finish early and may need additional sources/support)</i></p>	<p>standard connections as needed.</p> <p>Level 1 students will read and act out a math story. Teacher will have the student participate in counting the number or numbers using manipulatives. Having the students use their active participation mode to select the number counted from a narrowed field or errorless choice(s),</p> <p>Level 2 students will read and act out a Math Story. Have the students illustrate/represent the Math Story using desired manipulatives. Students will then solve the math problem.</p> <p>Level 3 students will read, act out, and solve the math problem.</p>	<p>matching the correct numeral with the number of lesson objects counted. Repeat for each number in the problem and the answer to the problem.</p> <p>Level 2 students will model the steps of solving a problem using manipulatives. Teacher will show students how to group the manipulative to represent the numbers in the problem. Students may model using other math supports.</p> <p>Level 3 students will model the steps of solving an addition problem. These students will model other math supports as well.</p>	<p>problem (using individual modifications)</p>	<p>to represent and solve a math problem?</p>	<p>counting objects and choosing numbers?</p>
Assessment of Content					
Multiple Means of Expression	Daily progress monitoring according	Daily progress monitoring according	Daily progress monitoring according	Daily progress monitoring according	Unit Checkpoint Assessments

<p><i>Formative and summative assessments used to monitor student progress and modify instruction.</i></p>	<p>to individual goals and objectives.</p> <p>Goals and Objectives may include:</p> <ul style="list-style-type: none"> • Math problem solving adding and subtracting. • Basic Math: Numbers and Counting to 20 • Early Learning: Emerging Math • Emerging Skills: Early Emerging Math Rubric 	<p>to individual goals and objectives.</p> <p>Goals and Objectives may include:</p> <ul style="list-style-type: none"> • Math problem solving adding and subtracting. • Basic Math: Numbers and Counting to 20 • Early Learning: Emerging Math <p>Emerging Skills: Early Emerging Math Rubric</p>	<p>to individual goals and objectives.</p> <p>Goals and Objectives may include:</p> <ul style="list-style-type: none"> • Math problem solving adding and subtracting. • Basic Math: Numbers and Counting to 20 • Early Learning: Emerging Math <p>Emerging Skills: Early Emerging Math Rubric</p>	<p>to individual goals and objectives.</p> <p>Goals and Objectives may include:</p> <ul style="list-style-type: none"> • Math problem solving adding and subtracting. • Basic Math: Numbers and Counting to 20 • Early Learning: Emerging Math <p>Emerging Skills: Early Emerging Math Rubric</p>	<p>Students will complete the addition worksheet problem. Teacher will check for understanding.</p> <p>Level 3: Can the students read, write, and solve a math problem (using individual modifications?)</p> <p>Level 2: Can the student use objects/manipulatives to represent and solve a math problem?</p> <p>Level 1: Can the student participate in counting objects and choosing numbers?</p>
<p>Multiple Means of Expression Differentiation</p> <p><i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> • <i>English Language Learners (ELL)</i> • <i>Students with special needs</i> 	<p>ELLs – none present but would include the student into a group according to their level of understanding.</p> <p>Students with special needs will use AT devices, manipulatives, number lines, flashcards.</p>	<p>ELLs – none present but would include the student into a group according to their level of understanding.</p> <p>Students with special needs will use AT devices, manipulatives, number lines, flashcards.</p>	<p>ELLs – none present but would include the student into a group according to their level of understanding.</p> <p>Students with special needs will use AT devices, manipulatives, number lines, flashcards.</p>	<p>ELLs – none present but would include the student into a group according to their level of understanding.</p> <p>Students with special needs will use AT devices, manipulatives, number lines, flashcards.</p>	<p>ELLs – none present but would include the student into a group according to their level of understanding.</p> <p>Students with special needs will use AT devices, manipulatives, number lines, flashcards.</p>

<ul style="list-style-type: none"> • <i>Students with gifted abilities</i> <p><i>Early finishers (those who finish early and may need additional resources/support)</i></p>	<p>Gifted students and early finishers will receive extra support and homework assignments of real-world math addition problems.</p>	<p>Gifted students and early finishers will receive extra support and homework assignments of real-world math addition problems,</p>	<p>Gifted students and early finishers will receive extra support and homework assignments of real-world math addition problems,</p>	<p>Gifted students and early finishers will receive extra support and homework assignments of real-world math addition problems.</p>	<p>Gifted students and early finishers will receive extra support and homework assignments of real-world math addition problems.</p>
Extension Activity and/or Homework					
<p><i>Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.</i></p>	<p>Extra support and Math Story problem worksheets will be assigned according to learning objectives. Work packets will be distributed to take to After School All-Stars Program, or to take home where parents or community centers may help with tutorial.</p>	<p>Extra support and Math Story problem worksheets will be assigned according to learning objectives. Work packets will be distributed to take to After School All-Stars Program, or to take home where parents or community centers may help with tutorial.</p>	<p>Extra support and Math Story problem worksheets will be assigned according to learning objectives. Work packets will be distributed to take to After School All-Stars Program, or to take home where parents or community centers may help with tutorial.</p>	<p>Extra support and Math Story problem worksheets will be assigned according to learning objectives. Work packets will be distributed to take to After School All -Stars Program, or to take home where parents or community centers may help with tutorial.</p>	<p>Extra support and Math Story problem worksheets will be assigned according to learning objectives. Work packets will be distributed to take to After School All-Stars Program, or to take home where parents or community centers may help with tutorial</p>

STEP Standard 5 - Implementation of Instructional Unit

You will implement all lesson activities, correlating formative assessments and the summative post-assessment. Choose one of the lesson activities to video record a 5-10 minute segment, review, and reflect on your teaching. Have your cooperating teacher/mentor review the recording and provide feedback, if possible.

Use an online video platform such as Loom, YouTube, or Vimeo to upload your completed video. Be sure that others can access and view your linked video prior to submitting.

Video Recording Link: [Presentation2 Unique powerpoint \(1\).pptx](#)

Summary of Unit Implementation: The learning goal was reviewed over a five-day period whereas Level 2-3 will fluently add to solve real world math problems. Level 1 will gain an understanding of counting objects.

Summary of Student Learning: Students were told that their job will be to count and add numbers. Student were reminded that when they see a plus sign it means to add or put a group of items together.

Reflection of Video Recording: [Presentation2 Unique powerpoint \(1\).pptx](#)

STEP Standard 6 - Analysis of Student Learning

After you have implemented each lesson in the unit, as well as completed the post-assessment, collaborate with your cooperating teacher/mentor to analyze the results of the post-assessment and determine student learning. Review your data and whether there is a student or group of students who have not mastered the objectives and discuss what you will do to further develop students' knowledge and skills.

Post-Test Data: Whole Class - Once you have assessed your students' learning on the topic, collect and analyze the post-test data to determine the effectiveness of your instruction and assessment.		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)		
Proficient (80%-89%)		
Partially Proficient (70%-79%)		
Minimally Proficient (69% and below)		
Post-Test Analysis: Whole Class		
<i>Based on your analysis of the whole class post-test data, what is your interpretation of the students learning? Cite examples and provide evidence of student learning that helped you come to this conclusion.</i>		
<i>Based on the whole class post-test data, write one paragraph analyzing the effectiveness of your instruction and assessment and effect on student learning. Cite examples and provide evidence of student learning to support this analysis.</i>		
Post-Assessment Analysis: Subgroup Selection		
<i>Using the information obtained in Standard 1 (Student Academic Factors section), select one subgroup population to focus on for this analysis. Provide a brief rationale for your selection (1-3 sentences).</i>		

Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)		
Proficient (80%-89%)		
Partially Proficient (70%-79%)		
Minimally Proficient (69% and below)		
Post-Assessment Analysis: Subgroup		
<i>Based on your analysis of the subgroup post-test data, what is your interpretation of the student learning? Cite examples and provide evidence of student learning that helped you come to this conclusion.</i>		
<i>Based on the subgroup class post-test data, write one paragraph analyzing the effectiveness of your instruction and assessment and effect on student learning. If there is a student or group of students who have not mastered the objectives, discuss what you will do in future days to aid students' understanding with respect to the unit's objectives. Cite examples and provide evidence of student misconceptions to support this analysis.</i>		
Post-Assessment Data: Remainder of Class		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)		
Proficient (80%-89%)		
Partially Proficient (70%-79%)		

Minimally Proficient (69% and below)		
Post-Assessment Analysis: Subgroup and Remainder of Class		
<i>Analyze the data of the subgroup as compared to the remainder of the class. In one paragraph, describe the effectiveness of your instruction for this unit using the finding from your analysis.</i>		
<i>Based on your analysis of student learning, discuss the next steps for instruction, including an objective that would build upon the content taught in this unit of instruction.</i>		

STEP Standard 7 – Reflecting on Instruction to Improve Student Progress

Improved Practice Based on the Unit of Study

Based on the experience of developing and delivering your instructional unit, list three short-term goals to improve specific areas of your teaching practice based on the unit of instruction and describe your plan to reach each short-term goal.

Short-Term Goal	Plan to Reach the Goal (<i>i.e., professional development, research on the Internet, observation of a veteran teacher, etc.</i>)
1.	
2.	
3.	

Long-Term Goals: Teachers who are dedicated to their profession and to improving the lives of students will continually look for ways to grow and learn. The best way to ensure that learning is prioritized is to create a long-term goal. Create one long term goal that is specific and measurable. Make sure to discuss the following:

Long-Term Goal:

Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students?	
End Date: By when do you expect to accomplish this goal?	
Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE	
Resources: What resources are available to assist you in accomplishing your goal?	