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.

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%)	
Proficient **(80%-89%)**	
Partially Proficient **(70%-79%)**	
Minimally Proficient **(69% and below)**	
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.

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:

Unit/Subject:

	Day 1	Day 2	Day 3	Day 4	Day 5
National/State Learning Standards *List specific grade-level standards that are the focus of the lesson being presented.*					
Specific Learning Target(s)/Objectives *Based on state standards, identify what is intended to be measured in learning.*					
Academic Language *General academic vocabulary and content-specific vocabulary included in the unit.*					

Unit Resources, Materials, Equipment, and Technology *List all resources, materials, equipment, and technology to be used in the unit.*				
Depth of Knowledge Lesson Questions *What questions can be posed throughout the lesson to assess all levels of student understanding?* • *Level 1: Recall* • *Level 2: Skill/Concepts* • *Level 3: Strategic Thinking* • *Level 4: Extended Thinking*				
Anticipatory Set *How will students' prior knowledge be activated as well as gain student interest in the upcoming content?*				
Presentation of Content				
Multiple Means of Representation *Describe how content will be presented in various ways to meet the needs of different learners.*				

Multiple Means of Representation Differentiation *Explain how materials will be differentiated for each of the following groups:* • *English Language Learners (ELL)* • *Students with special needs* • *Students with gifted abilities* *Early finishers (those who finish early and may need additional sources/support)*				
Application of Content				
Multiple Means of Engagement *How will students explore, practice, and apply the content?*				
Multiple Means of Engagement Differentiation *Explain how materials will be differentiated for each of the following groups:* • *English Language Learners (ELL)* • *Students with special needs*				

• Students with gifted abilities *Early finishers (those who finish early and may need additional sources/support)*				
Assessment of Content				
Multiple Means of Expression *Formative and summative assessments used to monitor student progress and modify instruction.*				
Multiple Means of Expression Differentiation *Explain how materials will be differentiated for each of the following groups:* • *English Language Learners (ELL)* • *Students with special needs* • *Students with gifted abilities* *Early finishers (those who finish early and may need additional resources/support)*				
Extension Activity and/or Homework				
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.					

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:

Summary of Unit Implementation:

Summary of Student Learning:

Reflection of Video Recording:

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%)**	0	0
Proficient **(80%-89%)**	2	2
Partially Proficient **(70%-79%)**	2	2
Minimally Proficient **(69% and below)**	4	4

Post-Test Analysis: Whole Class
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. **Progress monitoring was performed daily on each student. Students that were proficient on the pre and post assessments-maintained a baseline between 80-89%. Students that were partially proficient on the pre and post assessments maintained a baseline between 70%-79%. Students that were minimally proficient were not able to retain information to obtain a baseline of 70% to be partially proficient.**
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. **Students in Group 1 the lesson was modeled, prompts were given, along with scaffolding and students relied on teacher and paraprofessional to help with reading, sequencing, and sentence structure. Teacher and paraprofessional worked with these individuals in small groups. Some students required hand-over-hand assistance in order to write/print portions of the lesson in all teaching activities. Direct teaching instruction was given to students in Group II. Modeling and minimal prompts were given, and students were able to complete lessons in ELA and Math. Students were able to sequence events from the story during ELA/reading activities and were able to complete adding two column math problems. Students in group III received**

modeling and direct teaching instruction. Students with minimal prompting could answer questions and engaged in and initiate conversations during ELA/Reading and writing activities. Students in this group could complete three-column addition problems with no manipulatives or objects to assist with completing math assignments.

Post-Assessment Analysis: Subgroup Selection

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 am selecting Group 1 students because of the various types of learning disabilities. Language and speech development (stuttering), memory, word recognition, and number concepts.

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)	4	4

Post-Assessment Analysis: Subgroup

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. Cognitive impairments, language development, memory retention, reading 2-3 grade level below present grade. Students must be prompted to engage in conversation or to ask questions when they do not understand.

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.

Students in Group 1 were unable to begin an activity without the help of the teacher or paraprofessional. Students were prompted, received assistance with understanding vocabulary words, and with reading short passages. Math exercises were modified with accommodations to include manipulatives and objects to help with counting and addition problems.

Post-Assessment Data: Remainder of Class

	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	0	0
Proficient (80%-89%)	2	2
Partially Proficient (70%-79%)	2	2
Minimally Proficient (69% and below)	4	4

Post-Assessment Analysis: Subgroup and Remainder of Class

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. **Groups II and Group III is maintaining or improving their proficiency as both groups are above 70% on the baseline. Read-aloud stories initiate questions and answers with these two groups. Students readily engage in social conversations and are active participant during reading activities. It is encouraging to see the students so energetic. Homework assignments are completed during after-school tutoring and at home. The strategies of modeling, sequencing, scaffolding, and chunking activities seems to bring a better understanding of what the objectives are. Students in Group I second-guess themselves and rely on the teacher to direct them, but these students struggle with short-and long-term memory. Vocabulary and proper word usage will continue to be a goal.**

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. **Group I would continue learning number concepts, counting, addition combinations, and subtraction combinations. Groups II will learn three-column addition and be introduced to**

subtractions and the use of decimals. Group III will be introduced to decimals and fractions.

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.e., professional development, research on the Internet, observation of a veteran teacher, etc.)*
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?	