



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 with standards but also with 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: Our Pets

Unit Title: What Makes A Pet Special?

National or State Academic Content Standards:

CCSS.ELA.W.1.3 – Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

CCSS.ELA.L.1.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Learning Goal:

- Students can recall two more incidents that happened in the correct sequence.
- Students can explain the events in detail.
- Students can form a conclusion.
- Students apply capitalization, punctuation, and spelling in their writing.

Measurable Objectives:

At the end of the course, students can construct a narrative writing independently or with guidance. The teacher will guide students in selecting what make-believe pet they want to write about. Once the students have decided on a pet, the teacher will then prompt students to think about what will happen in their story, reminding students that their story can be a fantasy, realistic fiction, or factual. Students must describe at least two incidents that happened in the correct sequence, providing details regarding the event. The teacher will guide students to include details, ideas, and characters. Students will have the option to express their ideas in drawing to illustrate their story. Students will first formulate their writing in a draft that will

include a beginning, a middle, and a conclusion. Students will utilize statements to deliver their ideas using capital letters and ending each sentence with a period.

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.

The pre-assessment will be conducted as a whole group. Before reading the story of FLIP, I will present the story illustration on the Promethean board. Students will be asked to look at the images and think quietly in their heads, guessing or predicting what happened in the story. I will then pick a few students to share their thoughts with the classroom. Next, I will read the story aloud to the classroom, pausing to check for students' comprehension. Once I am finished with reading the story, I will ask students open-ended questions to assess students level of understanding. Questions such as "What happened in the beginning?", "What happened next?", "What happened at the end?" Students will raise their hands to share their answers. I will pre-assess students' knowledge in re-telling sequenced events that happened in the story with key details, and their ability to form a conclusion. Students' responses will help me to determine who are highly proficient, proficient, partially proficient, or minimally proficient.

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
	37

Highly Proficient (90%-100%)	20%
Proficient (80%-89%)	51%
Partially Proficient (70%-79%)	10%
Minimally Proficient (69% and below)	19%
Pre-Assessment Analysis: Whole Class	
There are eight students (20%) that are highly proficient; nineteen (51%) students that are proficient; four students (10%) that are partially proficient; and seven students (19%) that are minimally proficient.	

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.

The pre-assessment will be conducted as a whole group. Before reading the story of FLIP, I will present the story illustration on the Promethean board. Students will be asked to look at the images and think quietly in their heads, guessing or predicting what happened in the story. I will then pick a few students to share their thoughts with the classroom. Next, I will read the story aloud to the classroom, pausing to check for students’ comprehension. Once I am finished with reading the story, I will ask students open-ended questions to assess students level of understanding. Questions such as “What happened in the beginning?”, “What happened next?”, “What happened at the end?” Students will raise their hands to share their answers. I will pre-assess students’ knowledge in re-telling sequenced events that happened in the story with key details, and their ability to form a conclusion. Students’ responses will help me to determine who are highly proficient, proficient, partially proficient, or minimally proficient.

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: First Grade

Unit/Subject: Independent Writing/ English Language Arts

	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>	<u>CCSS.ELA.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>CCSS.ELA.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>CCSS.ELA.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>CCSS.ELA.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>CCSS.ELA.W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
	<u>CCSS.ELA.L.1.2</u>	<u>CCSS.ELA.L.1.2</u>	<u>CCSS.ELA.L.1.2</u>	<u>CCSS.ELA.L.1.2</u>	<u>CCSS.ELA.L.1.2</u>

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Specific Learning Target(s)/Objectives <i>Based on state standards, identify what is intended to be measured in learning.</i>	<ul style="list-style-type: none"> • Students can identify the main characters, settings, and events. • Students can recall sequenced events. • Students can form conclusions. 	<ul style="list-style-type: none"> • Students can identify a pet or make believe pet of their choice to bring to school. • Students can illustrate their ideas in simple drawing/sketch. • Students can construct the beginning of their narrative using prompt/sentence topic or their own words in this pre-writing process. • Students can apply correct correct capitalization and punctuation. 	<ul style="list-style-type: none"> • Students can illustrate their ideas in simple drawing/sketch. • Students can construct sequenced events as the middle part of their narrative using prompt/sentence topic or their own words in this pre-writing process. • Students can apply correct capitalization and punctuation. 	<ul style="list-style-type: none"> • Students can illustrate their ideas in simple drawing/sketch • Students can form a conclusion in their writing. • Students can apply correct capitalization and punctuation. 	<ul style="list-style-type: none"> • Students can compose two or more events in sequential order. • Students can provide details in events. • Students can apply transition words to indicate event's order. • Students can form a conclusion. • Students can apply correct capitalization and punctuation.
Academic Language <i>General academic vocabulary and content-specific vocabulary included in the unit.</i>	<ul style="list-style-type: none"> • Descriptive details • Beginning • Middle • End 	<ul style="list-style-type: none"> • Visualize • Ideas • Details • Illustration 	<ul style="list-style-type: none"> • Visualize • Ideas • Details • Illustration 	<ul style="list-style-type: none"> • Visualize • Ideas • Details • Illustration 	<ul style="list-style-type: none"> • Visualize • Ideas • Details • Illustration

	<ul style="list-style-type: none"> • Brainstorm 	<ul style="list-style-type: none"> • Fantasy 	<ul style="list-style-type: none"> • Fantasy • Transition word 	<ul style="list-style-type: none"> • Fantasy • Transition word • Conclusion 	<ul style="list-style-type: none"> • Fantasy • Transition word • Final draft • Conclusion
<p>Unit Resources, Materials, Equipment, and Technology</p> <p><i>List all resources, materials, equipment, and technology to be used in the unit.</i></p>	<ul style="list-style-type: none"> • Promethean board • Big story book • Translation application 	<ul style="list-style-type: none"> • Promethean board • Pictures/images of a variety of animals • Sentence frame • Whiteboard • Erase marker • Translation application 	<ul style="list-style-type: none"> • Promethean board • Pictures/images of a variety of animals • Sentence frame • Whiteboard • Erase marker • Translation application 	<ul style="list-style-type: none"> • Promethean board • Pictures/images of a variety of animals • Sentence frame • Whiteboard • Erase marker • Translation application 	<ul style="list-style-type: none"> • Promethean board • Pictures/images of a variety of animals • Sentence frame • Whiteboard • Erase marker • Translation application
<p>Depth of Knowledge Lesson Questions</p> <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> 	<ul style="list-style-type: none"> • What kind of pet was brought to school? • What was the pet's name? • What happened in the beginning, middle, and the end? • What seemed to be the problem? • Did everyone at the school had a good time with FLIP? • What genre is this story? 	<ul style="list-style-type: none"> • What is a fantasy story? • What pet did you decide to bring to school and why? • What is special about your pet? • How would you introduce your pet to your teacher and peers at school? 	<ul style="list-style-type: none"> • What do you think your pet will do when he/she arrives at school? • How do you think your teacher and peers will react to your pet? • Where do you plan to place your pet in the classroom? • What kind of trouble or fun will your pet get into? 	<ul style="list-style-type: none"> • How would you like to end your day with your pet at school? • Did your pet have fun? • Was it a good day at school? • Would you bring your pet to school again? 	<ul style="list-style-type: none"> • Do your sentences make sense? • Did you include details in your writing? • Does your conclusion connects to your content? • How does a statement begin? • How did you end each statement?
Anticipatory Set	• <u>Image Brainstorm</u>	• <u>Visualize</u>	• <u>Visualize</u>	• <u>Visualize</u>	• <u>Review/Model</u>

<p><i>How will students' prior knowledge be activated as well as gain student interest in the upcoming content?</i></p>	<p>I will show pictures of pets on the Promethean board and then ask students to close their eyes and imagine a pet that they desire to have as their pet and why they choose that pet. I will pick a few students to share their thoughts with the classroom.</p>	<p>Students will close their eyes to visualize the make-believe pet or a real pet they have at home that they want to use for their writing.</p> <ul style="list-style-type: none"> • <u>Guided Practice</u> Guide students to think of the details to describe their pet. • <u>Questioning Strategy</u> Ask students questions such as “Is your pet small or big?”, “Does your pet have fur or feather?” 	<p>Students will close their eyes to visualize the following scenarios that could take place with their pet at school and in the classroom.</p> <ul style="list-style-type: none"> • <u>Guided Practice</u> Guide students to think of the details as they are brainstorming each sequenced event. • <u>Questioning Strategy</u> Ask students open-ended questions to assist them in brainstorming details. 	<p>Students will close their eyes to visualize the ending scenarios.</p> <ul style="list-style-type: none"> • <u>Guided Practice</u> Guide students to think of the details to be included as they conclude their writing. • <u>Questioning Strategy</u> Ask students open-ended questions to assist them in forming a conclusion that connects to their writing. 	<p>Remind students that a statement always begins with a capital letter and ends with a period.</p> <ul style="list-style-type: none"> • <u>Sharing</u> Pick some volunteers to share their “work in progress” draft.
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Presentation of Content

<p>Multiple Means of Representation</p> <p><i>Describe how content will be presented in various ways to meet the needs of different learners.</i></p>	<ul style="list-style-type: none"> • I will display the illustrations of the story on the Promethean board as I read the story aloud using a big story book. • I will have the picture book available to show to 	<ul style="list-style-type: none"> • I will show images of family pets and other animals on the Promethean board to give students some ideas to use as their pet. • I will write a sentence frame on the whiteboard. 	<ul style="list-style-type: none"> • I will show a sample of my draft that consist of the beginning and the middle part along with the illustrations that depict my writing during whole group learning. 	<ul style="list-style-type: none"> • I will show a sample of my final writing comprises of the beginning, middle, and conclusion along with illustrations that aligns with my writing during whole group learning. 	<ul style="list-style-type: none"> • I will display a few drafts completed by students on the Promethean board and have each student share their writing with their peers. • The student speaker may pick a few
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	the class as I read aloud.		<ul style="list-style-type: none"> • Sentence frame/sentence topic will written on the whiteboard. • Transition words will be written on the whiteboard. 	<ul style="list-style-type: none"> • Sentence frame/sentence topic will written on the whiteboard. • Transition words will be written on the whiteboard. 	students for questions or their thoughts on their writing.
<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>	<ul style="list-style-type: none"> • <u>ELL</u> <u>Visual aids</u> Illustrations of the story FLIP will be displayed on the Promethean board. Big picture book will be used during read aloud. • <u>Students with special needs</u> This group of students will join whole group learning. <p><u>Visual aids</u> Illustrations of the story FLIP will be displayed on the Promethean board. Big picture book will be used during read aloud.</p>	<ul style="list-style-type: none"> • <u>ELL</u> <u>Visual aids</u> <ul style="list-style-type: none"> • Images of house pets with translation and other animals will be displayed on the Promethean board. • <u>Students with special needs</u> Students can decide on their pet on their own or with help from a teacher. Sentence frame or topic sentence will be provided to students. Students may verbalize their ideas to the teacher. Teacher will write student’s responses, 	<ul style="list-style-type: none"> • <u>ELL</u> <ul style="list-style-type: none"> • Students will participate during whole group learning. • Translation application may be used if necessary. • <u>Students with special needs</u> Students will participate during whole group learning. • <u>Students with gifted abilities</u> Students will participate during whole group learning. 	<ul style="list-style-type: none"> • <u>ELL</u> <ul style="list-style-type: none"> • Students will participate during whole group learning. • Translation application may be used if necessary. • <u>Students with special needs</u> Students will participate during whole group learning. • <u>Students with gifted abilities</u> Students will participate during whole group learning. 	<ul style="list-style-type: none"> • <u>ELL</u> <ul style="list-style-type: none"> • Students will participate during whole group learning. • Translation application may be used if necessary. • <u>Students with special needs</u> Students will participate during whole group learning. • <u>Students with gifted abilities</u> Students will participate during whole group learning.

	<ul style="list-style-type: none"> • <u>Students with gifted abilities</u> This group of students will join whole group learning. 	<p>have them read the words or sentence, and then have student copy the sentence onto their pre-writing paper.</p> <ul style="list-style-type: none"> • <u>Students with gifted abilities</u> Students are encouraged to expand their writing in complete sentences using correct capitalization and punctuation. 			
Application of Content					
<p>Multiple Means of Engagement <i>How will students explore, practice, and apply the content?</i></p>	<ul style="list-style-type: none"> • <u>Think-Pair-Share</u> Students will pair up to share their ideas with their elbow partner. • <u>Constructive Feedback</u> Teacher will give constructive feedback to students on their ideas. 	<ul style="list-style-type: none"> • <u>Guided Practice</u> Remind students to use correct capitalization and punctuation. • <u>Model</u> Teacher will model an example of pre-writing during whole group. 	<ul style="list-style-type: none"> • <u>Model</u> I will present a sample of my pre-writing during whole group, giving students a brief explanation of my draft, allowing students to ask questions before dismissing them to continue to work on their draft. • <u>Discussion and Feedback</u> Students may share their drafts with the classroom. Peers are 	<ul style="list-style-type: none"> • <u>Think-Pair-Share</u> <ul style="list-style-type: none"> • Students will pair up with their elbow partner to share their thoughts on teacher’s final writing. • Students may share how they plan to conclude their writing. 	<ul style="list-style-type: none"> • <u>Positive Feedback</u> <ul style="list-style-type: none"> • Students will raise their hands to share positive feedback of their peer’s writing. • Students will share what they may or may not add or modify on their final writing.

			encouraged to discuss and provide feedback.		
<p>Multiple Means of Engagement 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>	<ul style="list-style-type: none"> • <u>ELL</u> This group of students will join whole group learning. They will pair up with their elbow partner. If their partner is a native English speaker, their partner may share their ideas first. • <u>Students with special needs</u> This group of students will join whole group learning. They will pair up with their elbow partner to share their ideas. • <u>Students with gifted abilities</u> This group of students will join whole group learning. They will pair up with their elbow partner to share their ideas. 	<ul style="list-style-type: none"> • <u>ELL</u> • <u>Visual aids</u> This group of students will work with a teacher. Images with translation of house pets and other animals will be displayed on the Promethean board. Sentence frame or topic sentence will be provided to students. • Model and give examples to students. • <u>Students with special needs</u> This group of students will work with a teacher. Sentence frame or topic sentence will be provided to students. Student may verbally tell the teacher their writing. Teacher will then 	<ul style="list-style-type: none"> • <u>ELL</u> • This group of students will work with a teacher. Sentence frame and transition words will be available to students. Teacher may write the sentence/words and have students repeat and copy the sentence. • <u>Students with special needs</u> This group of students will work with a teacher. Sentence frame or topic sentence will be provided to students. Student may verbally tell the teacher their writing. Teacher will then write down student's sentence on a whiteboard, and have student to repeat and copy 	<ul style="list-style-type: none"> • <u>ELL</u> • This group of students will work with a teacher. Sentence frame and transition words will be available to students. Students will try to verbally express their ideas while teacher write their words/sentences on a whiteboard. Students will repeat the sentence then copy them on their draft. • <u>Students with special needs</u> This group of students will work with a teacher. Sentence frame and transition words will be available to students as reference. Teacher will guide students to form a conclusion. The 	<ul style="list-style-type: none"> • <u>ELL</u> This group of students will work with a teacher. The teacher will proof read their pre-writing, helping students to correct any mistakes. Students will re-read the sentences, then copy the corrected draft onto their final writing paper. • <u>Students with special need</u> This group of students will work with a teacher. The teacher will proof read their draft, correcting any mistakes. Students will then read the sentences, then copy the corrected draft onto their final writing.

		<p>write down student's sentence on a whiteboard, have student repeat the sentence then copy them onto their pre-writing paper.</p> <ul style="list-style-type: none"> • <u>Students with gifted abilities</u> Encourage students to elaborate their writing. 	<p>them onto their pre-writing paper.</p> <ul style="list-style-type: none"> • <u>Students with gifted abilities</u> Encourage students to further elaborate their writing. 	<p>students will verbalize their conclusion to the teacher. The teacher will write down student's conclusion and then have them copy the writing onto their draft.</p> <ul style="list-style-type: none"> • <u>Students with gifted abilities</u> Students are encouraged to further elaborate their writing. Students can also choose to coach their peers who may need help. 	<ul style="list-style-type: none"> • <u>Students with gifted abilities</u> Students will have the option to do worksheets in a packet that was prepared for gifted students. The packet contains higher grade level content that are more challenging, or gifted students can choose to help coach their peers without doing the work for their peers.
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Assessment of Content

<p>Multiple Means of Expression</p> <p><i>Formative and summative assessments used to monitor student progress and modify instruction.</i></p>	<ul style="list-style-type: none"> • <u>Thumbs up-thumbs middle-thumbs down</u> Pausing frequently to assess students' comprehension of the story. Students will express their understanding by showing a thumbs up-thumbs middle-thumbs down. 	<ul style="list-style-type: none"> • <u>Think-Pair-Share</u> Students will take turns to quietly share their chosen animal that they will be writing about with their elbow partner. This activity will last for a few minutes. Teacher will pick a few students to share their ideas with the class before dismissing them to 	<ul style="list-style-type: none"> • <u>Circle Emoji</u> Students will complete an exit ticket before the end of the lesson to express how they feel about their writing. Smiley face means student is confident in their writing; straight face emoji means student is not sure about their writing; frown 	<ul style="list-style-type: none"> • <u>Questioning Strategy</u> Asking students open-ended questions related to content to assess level of understanding. • <u>Thumbs up-thumbs middle-thumbs down</u> Students will response during 	<ul style="list-style-type: none"> • <u>Exit Ticket</u> Students will complete an exit ticket to demonstrate their level of understanding. There will be seven questions on the exit ticket. Students will circle thumbs up-thumbs middle-thumbs down to indicate their mastery of skill.
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	<ul style="list-style-type: none"> • <u>Questioning strategy</u> Pausing after each page of the story to ask open-ended question to assess students’ level of understanding. 	start working on their writing.	face emoji means student would like additional support in their writing.	questioning strategy using thumbs up-thumbs middle-thumbs down to indicate their learning.	
<p>Multiple Means of Expression Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> • English Language Learners (ELL) • Students with special needs • Students with gifted abilities <p><i>Early finishers (those who finish early and may need additional resources/support)</i></p>	<ul style="list-style-type: none"> • <u>ELL</u> This group of students will participate during whole group formative assessment. • <u>Students with special needs</u> This group of students will participate during whole group formative assessment. • <u>Students with gifted abilities</u> This group of students will participate during whole group formative assessment. 	<ul style="list-style-type: none"> • <u>ELL</u> This group of students will work with a teacher. The teacher will guide students to describe their pets, elaborate on the details of their pets. The teacher will write student’s words down on a whiteboard and have students to repeat the words/sentence. Students will then copy the sentences or words on their draft paper. • <u>Students with special needs</u> This group of students will work with a teacher. I will have draft paper that has pre-written sentence frame in yellow highlighter 	<ul style="list-style-type: none"> • <u>ELL</u> Students will complete the Circle Emoji during whole group assessment. • <u>Students with special needs</u> Students will complete the Circle Emoji in small group with a teacher reading the instruction to them. • <u>Students with gifted abilities</u> Students will complete the Circle Emoji during whole group assessment. 	<ul style="list-style-type: none"> • <u>ELL</u> Students will participate in the assessment during whole group learning. The teacher will use translation application to translate when necessary. • <u>Students with special needs</u> Students will participate in the assessment during whole group learning. • <u>Students with gifted abilities</u> Students will participate in the assessment during whole group learning. 	<ul style="list-style-type: none"> • <u>ELL</u> Students will work with a teacher to complete the exit ticket using translation application. • <u>Students with special needs</u> Students will work with a teacher to complete a modified version of exit ticket. Students will be given more time to complete the assessment. • <u>Students with gifted abilities</u> Students will participate in the assessment as whole group.

		<p>for this group of students. Students can verbally tell the teacher their ideas while the teacher will write down their ideas on the draft paper using yellow highlighter. Students will then copy the writing on their draft paper. Students will be given more time to complete their assignment.</p> <ul style="list-style-type: none"> • <u>Students with gifted ability</u> Students are encourage to write more details using complete sentences and correct punctuation. 			
Extension Activity and/or Homework					
<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</i>	No homework required for this lesson.	Students will bring a photocopy of their draft paper home to show their parents what they are working on at school. Students are encourage to discuss the assignment with their family and	Students will bring a photocopy of their draft paper home to show their parents the progress they made of their writing. Studnets are encouraged to get feedback from their family members and	Students will bring a photocopy of their draft paper home to show their parents the progress they made of their writing. Studnets are encouraged to get feedback from their family members and	Students will display their completed narrative writing outside of our classroom on the bulletin board for a few weeks for other teachers and students

<i>homework at the end of this template.</i>		to gather any input from their family.	to share with the class the next day.	share with the class the next day.	at the school to look at.
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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: <https://youtu.be/Mb11DDIVK2o?si=E5oOoEpP6kIH8dsn>

Summary of Unit Implementation: In this lesson, students will learn to write a narrative, a fantasy story. I started the lesson by reading a fantasy story of a child bringing her pet dinosaur named Flip to school. The story contained details of what happened when Flip was at school. As I read the story to the class, I paused frequently to ask questions related to the content. Students were given opportunities to share ideas with their elbow partners. This strategy aims to promote students' engagement in the classroom. Next, students will brainstorm a make-believe pet that they want to bring to school. I decided to write about bringing a silverback gorilla to school. I encouraged students to think about what was special about their pet and other features to be included in their writing. I suggested that my silverback gorilla has wings and its name was "Sharp Junior". It was a name suggested by one of the students. As we were constructing our pre-writing, students may use "Baby talk", a simple one or two words to jot down our ideas. Students will do a quick sketch that indicates their writing on the paper. We started with drafting the beginning of the narrative, then the middle part of the story, and then moved on to the final part of the writing which will be the conclusion. On the last day of the unit on Friday, the students will turn their pre-writing draft into their final writing. Various formative assessments and differentiated strategies will be implemented throughout the lesson to meet the needs of all students.

Summary of Student Learning: I had chosen to use the Promethean board to play the slideshow as I read the story "FLIP" to the students because the colorful images on the slides are a powerful visual aid that will gauge students' interests. I paused regularly as I was reading the story, giving students the opportunities to use their imagination to predict or guess what would happen in the following events. As I was asking open-ended questions as a formative assessment to evaluate students' comprehension of the content, I also gave them the opportunities to quietly think of their ideas and then share their ideas with their peers and then with the classroom. Students were given ample opportunities to collaborate with their elbow partners. These strategies promote students' engagement and classroom participation as they allow them to have some form of control and feeling of being involved in their learning. Students were encouraged to use their imagination to create possible scenarios as the story progressed. This method will become useful as they will need to apply their creative skills to write their own narrative in the following days. In addition, I also emphasized the importance of analyzing details in the images, leading students to focus on key details and how the illustrations carried critical information. This strategy helps students to build comprehension as well as critical thinking skills. Students were extremely engaged and eager to

share their ideas. There were some students who were distracted during the lesson, a student was lying down during the lesson despite many reminders; while another student would come up to the front because she wanted to help me. I successfully used gentle reminders to re-direct them except for this student who continued to lie down on the carpet despite many reminders.

Reflection of Video Recording: I am student teaching in a two-in-one classroom with a total of 36 students because my mentor teachers are team teaching. As I reviewed my video recording, I was more pleased with this recording compared to my first recording. I felt more comfortable as I was teaching this lesson even though I knew that I was being recorded. I had built up my confidence since I had been teaching math and social studies for two weeks and started taking over the full responsibility of the classroom this week. Both my mentor teachers are amazing and helpful in giving me guidance and feedback in the areas I did well and the areas where I needed improvement. I become more comfortable with applying the skills I learned from the courses and my mentors. I was actually having fun as I was teaching the lesson especially when I noticed how engaged the students were. I felt natural and at ease. One area I know I need to improve is classroom management. Even though the majority of the students were engaged and focused, there were a couple of students who needed frequent reminders as they were lying on the carpet multiple times. I understand that some students may get bored easily because sitting still on the carpet for a long period of time can be challenging for many young learners. I need to remind myself to give them a little brain break in between lessons to allow them to get their wiggles out before continuing teaching. This is my struggle personally because I am constantly worried about running out of time to teach. For my future teaching experience, I will ensure to fit in small brain breaks for my students to promote better classroom participation.

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%)	25%	50%
Proficient (80%-89%)	25%	28%
Partially Proficient (70%-79%)	28%	14%
Minimally Proficient (69% and below)	22%	8%
Post-Test Analysis: Whole Class		
<p><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></p> <p>Based on my analysis of the whole class post-test data, the majority of students made progress in their learning. The number of students recorded for the pre-test and post-test showed a significant improvement. The numbers showed a 25% increase in students from proficient to highly proficient. There was a significant decrease in students who were minimally proficient. After I read through each student's writing, I was pleasantly amazed at how many of the students had written. The key details they provided for the events after their make-believe pet arrived at school were creative and hilarious. As students were working independently, I was working with a group of below-grade-level students. One student was not able to write but he was able to verbalize the details while I wrote down his ideas using a yellow highlighter. Although he has yet to master letter formation, he created his own narrative writing with additional support.</p>		
<p><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></p>		

I started the lesson by reading a fantasy book titled “FLIP”. The story talked about a student bringing her pet dinosaur to school and the events that took place in the classroom. Flip became a nuisance in the classroom, making a mess and distracting students. But in the end, he helped the teacher. Everyone including the teacher enjoyed having Flip in the classroom. We then practiced writing our narrative. I often reminded students to think about the story we read in FLIP, recalling the events that happened in the story, and using them as an example to create their own scenarios. Students were provided with topic sentences to use as reference to write their introduction. We turned our “Baby talk” pre-writing containing one or two simple words into “College talk”, where students were reminded to use correct capitalization and punctuation in a complete sentence. The assessment provided data showing 50% of students mastered learning goals, 28% of students were proficient, with only 8% of students did not grasp the concept.

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 select the group of English language learners to focus on for this analysis because this group of students need additional support to help them to learn.

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%)	0%	0%
Proficient (80%-89%)	20%	20%
Partially Proficient (70%-79%)	40%	40%
Minimally Proficient (69% and below)	40%	40%

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.

Based on my analysis of the subgroup post-test data, ELL students did not make any progress in their learning. The percentage did not change post-test. This group of students need additional support from a

teacher with their writing using appropriate teaching and learning tools such as pictorial images and translation application. One student was not able to write on her own but was able to verbalize her ideas.

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.

Based on the subgroup class post-test data, my instruction was ineffective. The assessment showed no progress was made by these students. The number of students pre-test and post-test remained the same, which means none of them mastered the objectives. After consulting my mentor teacher, I planned to pull these students during small groups learning to re-teach the skill. I will implement scaffolding strategies using plenty of visual aids such as images and pictures as well as translation application when necessary. Students in this group were capable to verbalize their ideas to me but seemed to struggle as they tried to structurally write their ideas. My mentor and I both think it is largely due to language barrier as students tried to translate words from their native language into English. One student in this group is a monolingual who is still learning letter names and letter sound, so it was not surprising to us that she was unable to master the objectives just yet. We are confident that these students will make progress through the school year.

Post-Assessment Data: Remainder of Class

	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	30%	50%
Proficient (80%-89%)	30%	28%
Partially Proficient (70%-79%)	20%	17%
Minimally Proficient (69% and below)	10%	5%

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.

As I analyze the data of the subgroup as compared to the remainder of the class, my instruction was effective for this unit. The percentage of students who are highly proficient and proficient remained the same as compared to whole class pre-test and post-test assessment because this group of students did not consist of any ELL students. The ELL students fall between partially proficient and minimally proficient group. As I remove my subgroup ELL students from this “Remainder of class” assessment, it showed an increase in the percentage of students who are partially proficient. It also showed a decrease in the percentage for students who are minimally proficient. Overall, my instruction was effective.

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.

Based on my analysis of student learning, the next step for instruction will be:

CCSS.ELA.W.1.1: Writing opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

I choose this instruction because it will build upon what students had learned from the previous instruction. Students learned to write narrative to include two or more sequenced events, including key details; using temporal words to signal event’s order; and form a conclusion. The concept of this instruction is similar to the previous one. The difference is that this is an opinion piece, not a narrative. Students will need to provide reasons to support their opinion, using linking words rather than temporal words. Then, students will form a conclusion for their writing. Students will be able to apply the skill they mastered in the previous lesson into this new instruction, building upon the context they learned.

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. Learn more step up to writing process so that I can become proficient in teaching writing.	I will research on the internet for more information on the Step Up to Writing process and observe a veteran teacher who is knowledgeable in the Step Up to Writing program.

<p>2. Introduce more fun ways to write to promote students' interest in writing.</p>	<p>I will attend professional training offered by my school district or outside of school district to learn about ore fun ways to write. I will also watch a veteran teacher and research for more fun ways to write on the internet.</p>
<p>3. Teach students to think outside of the box when they are writing to increase creativity in their writing.</p>	<p>I will conduct research on the internet for more suggestions that help students learn to expand their writing.</p>

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:

<p>Long-Term Goal: I want to be knowledgeable in the step up to writing process.</p>	
<p>Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students? I chose this goal because I want to be an effective teacher in teaching writing. Being knowledgeable in the writing process gives me the teaching tools to teach my students so that they can master the skill of writing independently. Mastering this skill will help them tremendously as they continue on to older grades. It will help students build confidence in all of their writings and soon become an avid writer.</p>	<p>I plan to reach the goal by joining the National Council of Teachers of English (NCTE), attending as many professional development training sessions as possible.</p>
<p>End Date: By when do you expect to accomplish this goal? I hope to accomplish this goal within one year of obtaining my teaching certificate.</p>	<p>I plan to reach the goal as soon as I pass my state certification requirement.</p>
<p>Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE I will approach my principal Mrs. Dahl, or the Director of Teaching & Learning and State & Federal Programs, Mrs. Schelick for advice of any professional development training that is offered by our school district or outside of our school district that I can register to attend. I will join the</p>	<p>I plan to reach the goal as soon as I pass my state certification requirement.</p>

<p>National Council of Teachers of English (NCTE) by 1/1/25.</p> <p>1/1/2025: Join the National Council of Teachers of English (NCTE)</p>	
<p>Resources: What resources are available to assist you in accomplishing your goal?</p> <p>I can approach my principal, our Director of Teaching & Learning and State & Federal Programs, Mrs. Sheneman (a veteran teacher in Step Up to Writing), or reach out to NCTE to inquire for more information on how to become a trained teacher in writing.</p>	<p>I will research for more information on the internet, talk to veteran teachers, or reach out to OSPI for advice on how to become a trained educator in the writin process.</p>