



Student Teaching Evaluation of Performance (STEP) Template

Table of Contents

STEP Standard 1 - Contextual Factors: Knowing Your School and Community	3
STEP Standard 2 - Writing Standards-Based Measurable Objectives and the Learning Goal	4
STEP Standard 3 - Assessment and Data Literacy	6
STEP Standard 4 - Unit and Lesson Planning	11
STEP Standard 5 - Implementation of Instructional Unit	21
STEP Standard 6 - Analysis of Student Learning.....	25
STEP Standard 7 - Reflecting on Instruction to Improve Student Progress.....	28

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 Learning Management System (LMS).

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 Learning Management System (LMS).

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 Learning Management System (LMS).

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: Comparing Different Family Cultures

Unit Title: "Families Around the World"

National or State Academic Content Standards:

CCSS.ELA-LITERACY.RF.2.4.A

Read grade-level text with purpose and understanding.

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CCSS.ELA-LITERACY.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-LITERACY.RF.2.3.A

Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-LITERACY.RF.2.3.D

Decode words with common prefixes and suffixes.

CCSS.ELA-LITERACY.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.2.D

Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

CCSS.ELA-LITERACY.L.2.4.C

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).

CCSS.ELA-LITERACY.RI.2.1

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

Learning Goal:

Students will use strategies more efficiently (rereading, questioning, collaborating and so on) for comprehension of texts and unfamiliar words.

Students will understand that the purpose of punctuation and capitalization is to clarify meaning of text when reading and writing.

Measurable Objectives:

- After a class reading of an expository 2nd grade level text in a content area, students will identify the topic sentence or main idea of each paragraph through class discussions with the teacher.
- When given punctuation and capitalization rules, students will use them correctly in a sentence with 75% accuracy on daily trials for 3 consecutive weeks.
- When asked by the teacher, students will write upper- and lower-case letters with 75% accuracy in 4/5 trials.
- Students will be able to segment given words into its phonemes in various structured activities with 80% accuracy and minimal cuing.
- Students will be able to correctly identify a sentence that is a command, a question, a statement, or an exclamation on a teacher-made worksheet with 75% accuracy.
- Students will be able to label the main character(s), the setting, and a minimum of one event from the story read by filling out the correlating graphic organizer.

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.

Due to over half the class being absent/quarantined because of Covid-19 protocols, pre-assessment data was gathered through observation of students while working, work samples from students (assignments, journal entries, iReady scores, etc.), classroom discussions about comprehension, as well as a practice spelling test. This particular group of students had never taken a written test before and need foundational skills to be implemented and practiced before giving the assessment.

The image shows a pre-assessment spelling test form. At the top, there is a line for the student's name, labeled 'Name:'. Below this, the title 'SPELLING TEST' is centered. The form is flanked by two small illustrations of pencils. Below the title, there are 15 numbered lines for writing, ranging from 1. to 15. The form is enclosed in a dotted border. At the bottom, there is a small copyright notice: 'Copyright © 2011 by Grand Canyon University'.

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%)	0
Partially Proficient (70%-79%)	0
Minimally Proficient (69% and below)	21

Pre-Assessment Analysis: Whole Class

All of the students in class are below grade level learning when it comes to foundational skills and knowledge application during pre-assessment measures. Most students in the classroom are very good at listening and comprehending a story when it is presented orally. However, transferring ideas onto paper where students have to write (such as on a graphic organizer) is where behaviors and lack of participation start to arise making pre-assessment data hard to collect accurately. Students had very little prior knowledge about vocabulary and most students needed a great deal of help while writing. When reviewing iReady scores, all students scored below the grade level baseline and have since made goals to reach grade level scores by the end of the first half of the school year. Some students cannot write straight in between the lines, are not writing actual words but instead writing jumbled letters and reading it back to me as real words, and cannot read sight words on their own. After reviewing students' daily journal entries, the classroom focus should be in writing, letter identification, and phonemic awareness/isolation.

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.

Students are graded on percentage scale out of 15 possible points on a comprehension and vocabulary assessment. All questions and answer choices are read aloud to the whole class.

Name: _____ Date: _____

Big Red Lollipop—
Selection Vocabulary

Read each item below carefully and choose the correct answer.

1 If you *plead* with someone, you
Ⓐ read with someone.
Ⓑ relax with someone.
Ⓒ argue with someone.
Ⓓ agree with someone.

2 What does the word *share* mean?
Ⓐ take something away from others
Ⓑ divide something with others
Ⓒ keep something from others
Ⓓ lend something to others

3 Read the dictionary entry below.

• Adjective: honest and just
• Adjective: pretty good

Which of the following words is defined in the entry above?
Ⓐ fair
Ⓑ false
Ⓒ generous
Ⓓ lovable

GO ON →

Selection Tests • Unit 1, Week 2
Grade 2 5

Name: _____ Date: _____

4 What does the word *invited* mean?

- ☐ A told to go
- ☐ B told to help
- ☐ C asked to leave
- ☒ D asked to come

5 If you put something *aside*, you

- ☐ A put it inside.
- ☐ B put it outside.
- ☐ C put it on a shelf.
- ☒ D put it to one side.

6 If an animal *scurries*, it

- ☐ A crawls slowly.
- ☒ B runs quickly.
- ☐ C sleeps soundly.
- ☐ D flies swiftly.

7 What does the word *culture* mean?

- ☐ A the colors of the changing seasons
- ☒ B the customs of a nation or people
- ☐ C the campus of a college
- ☐ D the capital of a country

8 The word *language* means

- ☒ A speech or words.
- ☐ B sights or sounds.
- ☐ C songs or poems.
- ☐ D schools or books.

STOP

6 Grade 2

Selection Tests • Unit 1, Week 2

Name: _____ Date: _____

Big Red Lollipop—Comprehension

Read the following questions carefully. You may look back at the selection to help find the answer to each question.

1 How does Rubina feel about taking her sister to a friend's birthday party?

- ☒ A She is not happy about it.
- ☐ B She is happy to take her sister.
- ☐ C She is only happy about it if her sister does not bother her.
- ☐ D She is only happy about it if her sister takes her to a party someday.

2 What happens to Rubina's big red lollipop?

- ☐ A She loses it.
- ☒ B Sana eats it.
- ☐ C She gives it to Sana.
- ☐ D She cannot remember where she put it.

3 Rubina thinks she is not invited to another party for a long time because

- ☐ A there are no parties.
- ☐ B her friends do not like her.
- ☐ C she does not play fair at parties.
- ☒ D her friends do not want her to bring her little sister.

GO ON →

Selection Tests • Unit 1, Week 2

Grade 2 7

Name: _____ Date: _____

4 Why does Rubina tell Ami not to make Sana take Maryam to the party?

- ☒ A She knows how it feels to take a little sister to a party.
- ☐ B She knows Maryam would not want to go.
- ☐ C Rubina wants to go to the party.
- ☐ D She has her own party to go to.

5 What do you think Sana will do the next time Rubina is invited to a party?

- ☐ A She will cry.
- ☒ B She will not complain.
- ☐ C She will demand to go with her.
- ☐ D She will ask Rubina for her lollipop.

8 Grade 2 Selection Tests • Unit 1, Week 2

Students are read each word and given an example of the word used in a sentence. Scored out of 15 possible points.

Name: _____

SPELLING TEST

1.	went
2.	tell
3.	pet
4.	job
5.	fog
6.	not
7.	tug
8.	hut
9.	tub
10.	bun
11.	fix
12.	has
13.	one
14.	or
15.	see

A total of 30 points were possible to obtain in the assessments to gauge student learning.

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: 2nd Grade

Unit/Subject: Comprehension through visualizing/ELA

	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>	CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.RF.2.4.A Read grade-level text with purpose and understanding.	CCSS.ELA-LITERACY.SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud	CCSS.ELA-LITERACY.RF.2.3.A Distinguish long and short vowels when reading regularly spelled one-syllable words. CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	CCSS.ELA-LITERACY.RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. CCSS.ELA-LITERACY.RF.2.3 Know and apply grade-level phonics and word analysis	CCSS.ELA-LITERACY.W.2.8 Recall information from experiences or gather information from provided sources to answer a question CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization,

	<p>CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue</p>	<p>or information presented orally or through other media.</p> <p>CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>		<p>skills in decoding words.</p> <p>CCSS.ELA-LITERACY.L.2.2.D Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>)</p> <p>CCSS.ELA-LITERACY.L.2.4.C Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>).</p>	<p>punctuation, and spelling when writing.</p>
<p>Specific Learning Target(s)/Objectives <i>Based on state standards, identify what is intended to be measured in learning.</i></p>	<p>After a class reading of an expository 2nd grade level text in a content area, students will identify the topic sentence or main idea of each paragraph through class</p>	<p>When asked by the teacher, students will write upper- and lower-case letters with 75% accuracy in 4/5 trials.</p>	<p>Students will be able to segment given words into its phonemes in various structured activities with 80% accuracy and minimal cuing.</p>	<p>After a class reading of an expository 2nd grade level text in a content area, students will identify the topic sentence or main idea of each paragraph through</p>	<p>When given punctuation and capitalization rules, students will use them correctly in a sentence with 75% accuracy on daily</p>

	<p>discussions with the teacher.</p> <p>Students will be able to label the main character(s), the setting, and a minimum of one event from the story read by filling out the correlating graphic organizer.</p>	<p>Students will be able to label the main character(s), the setting, and a minimum of one event from the story read by filling out the correlating graphic organizer.</p>		<p>class discussions with the teacher.</p> <p>Students will be able to label the main character(s), the setting, and a minimum of one event from the story read by filling out the correlating graphic organizer.</p>	<p>trials for 3 consecutive weeks.</p> <p>Students will be able to correctly identify a sentence that is a command, a question, a statement, or an exclamation on a teacher-made worksheet with 75% accuracy.</p>
<p>Academic Language <i>General academic vocabulary and content-specific vocabulary included in the unit.</i></p>	<ul style="list-style-type: none"> • Aside • Culture • Fair • Invited • Language • Plead • Scurries • Share • Could • Find • Funny • Green • How • Little • One • Or • See 	<ul style="list-style-type: none"> • Colorful • Confusing • Noticed • Overflowing • Tasty • Characters • Events • Setting 	<ul style="list-style-type: none"> • Web • Cut • Ten • Mop • Bun • Hog • Let • Cup • Bed • Dot • Jet • Top • Fun 	<ul style="list-style-type: none"> • Aside • Culture • Fair • Invited • Language • Plead • Scurries • Share • Could • Find • Funny • Green • How • Little • One • Or • See 	<ul style="list-style-type: none"> • Statement • Command • Exclamation • Question • Aside • Culture • Fair • Invited • Language • Plead • Scurries

	<ul style="list-style-type: none"> • Sounds • Visualize • Characters • Events • Setting 			<ul style="list-style-type: none"> • Sounds • Blue • Even • Yellow • Help • Put • For • Ball • There • Both • Why 	
Unit Resources, Materials, Equipment, and Technology <i>List all resources, materials, equipment, and technology to be used in the unit.</i>	<ul style="list-style-type: none"> • Wonders Books: ELA, ELD, “Your Practice” • “Maria Celebrates Brazil” by • Unit Vocabulary packet • Visual glossary cards • Computer • Projector • Digital Interactive Reader • Student whiteboards (WB) • WB markers • Pencils • Main character, events, and setting graphic organizer 	<ul style="list-style-type: none"> • “Dinner at Alejandro’s” interactive reader cards • Main character, events, and setting graphic organizer • Visual glossary cards • Wonders Books: ELA, ELD • Student WB • Unit Vocabulary packet • Pencil • Classroom WB 	<ul style="list-style-type: none"> • Student whiteboards (WB) • Classroom WB • WB markers • Unit Vocabulary packet • Student spiral notebooks • Sound spelling cards “e,o,u” • Doc-cam • Pencil • Student devices • Digital interactive spelling word sort 	<ul style="list-style-type: none"> • Wonders Books: ELA, ELD • Visual glossary cards • Student Daily Journals • Pencils • Doc-Cam • Unit Vocabulary packet • Sentence strips • Main character, events, and setting graphic organizer 	<ul style="list-style-type: none"> • Wonders Books: ELA, ELD • Student Daily Journals • Wonders Selection Assessment • Pencils • Doc-Cam • Unit Vocabulary packet • Visual glossary cards

	<ul style="list-style-type: none"> • Comparison graphic organizer 				
Depth of Knowledge Lesson Questions <i>What questions can be posed throughout the lesson to assess all levels of student understanding?</i> <ul style="list-style-type: none"> • Level 1: Recall • Level 2: Skill/Concepts • Level 3: Strategic Thinking • Level 4: Extended Thinking 	<ul style="list-style-type: none"> • How are families around the world same and different? • Who are the characters we have read about? • Where does this story take place? • What is an ‘event’? • What big event do we learn about? 	<ul style="list-style-type: none"> • How are families around the world same and different? • What is your favorite colorful thing to wear? • What do you think is confusing? • What have you noticed about you teachers today? • What should you do when a glass is overflowing? • What tasty foods do you enjoy eating? • Who are the characters we have read about? • Where does this story take place? • What big event do we learn about? 	<ul style="list-style-type: none"> • What sound do you hear in the middle of each word? • How can we use the shape of our mouth to help us make the sounds? • What other words do you know that make the same sound? 	<ul style="list-style-type: none"> • How are families around the world same and different? • What is a narrator? • Who are the characters we have read about? • Where does this story take place? • What big event do we learn about? • How does the narrator feel about...? • Why do you think the author uses so many exclamation points? • What do the illustrations help us understand about different cultures? 	<ul style="list-style-type: none"> • How are families around the world same and different? • How can you tell this sentence is a question? • What makes this sentence exciting? • When we write, how can we tell if something is an important detail?
Anticipatory Set <i>How will students’ prior knowledge be activated as well as gain student interest in the upcoming content?</i>	<i>“Same vs. Different” Graphic organizer- examples of same and different holidays from different cultures (Holi, dia de los Muertos- culture connection, Halloween, Christmas, Moon Festival) while</i>	<i>Oral vocabulary lesson- using words in sentences and discussing past experiences through probing questions utilizing vocabulary</i>	<i>Digital Interactive Activity- spelling word sort by middle sound on student devices.</i>	<i>“Reading with Expression”- class discussion about commas, exclamation points, and periods while reading stories.</i>	<i>Idea web- students participate in a classroom discussion about Halloween while creating an idea web to map out important details for writing in their journals. Connection to different</i>

	examining a picture of a family participating in Holli				cultures made through class conversation/teacher modeling
Presentation of Content					
Multiple Means of Representation <i>Describe how content will be presented in various ways to meet the needs of different learners.</i>	<ul style="list-style-type: none"> Shared reading of <u>Maria Celebrates Brazil</u> Vocabulary taught using Total physical response (TPR) strategy by using American Sign Language (ASL) ELD book helps expand student thinking about the topic through various learning activities 	<ul style="list-style-type: none"> Interactive read-aloud cards at carpet Classroom discussion of oral vocabulary terms 	<ul style="list-style-type: none"> Digital interactive activity Students use personal WB to practice writing letters as big or small as they need ELD book helps expand student thinking about the topic through various learning activities 	<ul style="list-style-type: none"> Shared reading of <u>Big Red Lollipop</u> Visuals displayed through projector for whole-class reference Small-group learning with teacher Small-group learning with group partners 	<ul style="list-style-type: none"> Vocabulary review of total physical response (TPR) gestures by using American Sign Language (ASL) Vocabulary words and visuals always displayed at front of class for student reference
Multiple Means of Representation Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> <ul style="list-style-type: none"> English Language Learners (ELL) Students with special needs 	<ul style="list-style-type: none"> Majority of class are ELL RTI: Tier 3 Support Elaborating on common English phrases Early finishers: writing more events/details from story on 	<ul style="list-style-type: none"> Majority of class are ELL Using illustrations to further meaning and comprehension of story RTI: Tier 3 Support Dotted letter tracing 	<ul style="list-style-type: none"> Majority of class are ELL Words given verbally and visually RTI: Tier 3 Support Dotted letter tracing 	<ul style="list-style-type: none"> Retelling strategies for ELLs (page by page probing questions) Graphic organizer filled out as students read story RTI: Tier 3 Support 	<ul style="list-style-type: none"> Majority of class are ELL Idea map outline given to certain students RTI: Tier 3 Support Dotted letter tracing

<ul style="list-style-type: none"> Students with gifted abilities <p><i>Early finishers (those who finish early and may need additional sources/support)</i></p>	<ul style="list-style-type: none"> graphic organizer Dotted letter tracing 			<ul style="list-style-type: none"> Dotted letter tracing 	
Application of Content					
Multiple Means of Engagement <i>How will students explore, practice, and apply the content?</i>	<ul style="list-style-type: none"> Graphic organizer- Settings Character, Event Group discussions about personal family traditions and celebrations 	<ul style="list-style-type: none"> Classroom discussion about prior knowledge and experiences utilizing vocabulary and spelling words 	<ul style="list-style-type: none"> Students will write down as many words as they can that have the same middle sounds from the lesson in their “English” section of spiral notebook 	<ul style="list-style-type: none"> Text to World connection-writing: How does Rubina’s relationship with her sister change from the beginning of the story to the end? How can brothers and sisters work to get along? 	<ul style="list-style-type: none"> Students will create an idea web about a relatable subject (such as the important materials, objects, etc. in the classroom) to write a paragraph about in student journals
Multiple Means of Engagement Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> <ul style="list-style-type: none"> English Language Learners (ELL) Students with special needs Students with gifted abilities 	<ul style="list-style-type: none"> Students will verbally explain their ideas/answers to the teacher so the teacher may help them write it down appropriately Dotted letter tracing 	<ul style="list-style-type: none"> Students will verbally explain their ideas/answers to the teacher so the teacher may help them write it down appropriately Dotted letter tracing 	<ul style="list-style-type: none"> Students are reminded of rhyming words to help inspire them to think of more words with the same middle and ending sounds Dotted letter tracing 	<ul style="list-style-type: none"> Students help create sentence strips of writing rules to be displayed on the classroom wall for ELA section Dotted letter tracing 	<ul style="list-style-type: none"> Students will verbally explain their ideas/answers to the teacher so the teacher may help them write it down appropriately Dotted letter tracing

<i>Early finishers (those who finish early and may need additional sources/support)</i>					
Assessment of Content					
Multiple Means of Expression <i>Formative and summative assessments used to monitor student progress and modify instruction.</i>	<ul style="list-style-type: none"> During lessons, students give thumbs up and thumbs down to answer “yes/no” questions asked by teacher to check comprehension. Teacher walks around to check student work and understanding to modify instruction instantly 	<ul style="list-style-type: none"> During lessons, students give thumbs up and thumbs down to answer “yes/no” questions asked by teacher to check comprehension. Teacher walks around to check student work and understanding to modify instruction instantly 	<ul style="list-style-type: none"> During lessons, students give thumbs up and thumbs down to answer “yes/no” questions asked by teacher to check comprehension Students hold up their whiteboard in class for teacher to check spelling accuracy 	<ul style="list-style-type: none"> During lessons, students give thumbs up and thumbs down to answer “yes/no” questions asked by teacher to check comprehension Teacher walks around to check student work and understanding to modify instruction immediately 	<ul style="list-style-type: none"> During lessons, students give thumbs up and thumbs down to answer “yes/no” questions asked by teacher to check comprehension Teacher walks around to check student work and understanding to modify instruction immediately Students will take unit assessment to demonstrate acquired knowledge from the unit lesson plans
Multiple Means of Expression Differentiation	<ul style="list-style-type: none"> Students utilized TPR/ASL gestures to 	<ul style="list-style-type: none"> Teacher modeling of identifying root 	<ul style="list-style-type: none"> Teacher gives various examples of 	<ul style="list-style-type: none"> Review of assessment questions read 	<ul style="list-style-type: none"> Test questions and answer choices read

<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 resources/support)</i></p>	<p>remind themselves of vocabulary terms' meanings</p> <ul style="list-style-type: none"> • Allowing students work ahead and check answers with group partners 	<p>word and endings of academic language</p> <ul style="list-style-type: none"> • Working with group partners for support 	<p>spelling words used in different sentences to help with comprehension</p> <ul style="list-style-type: none"> • Teacher enunciates spelling words dramatically so students may hear each individual sound of the word 	<p>aloud for students to answer in whole class discussion</p> <ul style="list-style-type: none"> • Students utilized TPR/ASL gestures to remind themselves of vocabulary terms' meanings • Teacher enunciates spelling words dramatically so students may hear each individual sound of the word • Students utilized TPR/ASL gestures to remind themselves of vocabulary terms' meanings 	<p>aloud to students</p> <ul style="list-style-type: none"> • Teacher has conversations with students to help them remember personal experiences to add to their writing • Working with group partners for peer support (not for assessment)
<p>Extension Activity and/or Homework</p>					

<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>	<ul style="list-style-type: none"> • Homework throughout the week is designed not to overload them, but to help students practice deadlines within the classroom setting. Students are to finish any work that was not completed in class, on top of one spelling page per day. • Students are given a spelling packet for homework at beginning of week and are told to complete one page a night • Write each spelling word 3 times 	<ul style="list-style-type: none"> • Write spelling words in ABC order • This helps students focus on the beginning sound and letter of each word while practicing ABC order 	<ul style="list-style-type: none"> • Finish vocabulary page started in class • Write each word in a sentence • This will help students generalize their spelling words in a different context as well as practice proper sentence structure with capitalization and punctuation 	<ul style="list-style-type: none"> • Finish vocabulary page started in class • Write each spelling word 5 times • This will help students practice their handwriting using familiar words and letters 	<ul style="list-style-type: none"> • Students are given next spelling homework packet to review new words over the weekend
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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://www.youtube.com/watch?v=o_8DVsl6Pus&t=501s

Summary of Unit Implementation:

On top of the majority of students in the 2nd grade class being English language learners, all students are learning foundational skills they have not been able to master or practice properly due to distance learning last year. This unit lesson plan creates frequent opportunities for students to practice critical skills for success in the classroom and learning. Teacher modeling and classroom conversations are a major piece of each lesson so students can see the expectations for the future as they put forth their personal best efforts to reach grade level learning. Vocabulary and writing skills are the main focus of each lesson through visualizing strategies, instruction paired with total physical response gestures, tracing accommodations for those who need it, and daily writing activities in student journals. The unit plan also provides positive social interactions amongst classmates as well as the teacher to help students build classroom etiquette skills and bond as a community with others in person in a part of important social development.

Utilizing a total physical response strategy, students are taught correlating American Sign Language gestures before shared reading to help them recognize and understand the meaning of each vocabulary term as it comes up in the stories they read throughout the unit. This helps all types of learners understand unfamiliar words through kinesthetic, auditory, and visual learning. The theme of the week was discovering how families around the world share the same qualities and traditions as well as how different family cultures may be from one another. This required students to engage in meaningful

conversations with the teacher and other classmates as they compare cultures using t-chart graphic organizers while simultaneously practicing note-taking skills along with basic motor function within writing. A few students in the class are behind on their letter writing skills, so dotted letter tracing is crucial for them to have for each assignment or they do not participate. Students are also introduced to the concepts of main character, setting, and main events throughout the stories read throughout the unit. This is an important skill to recall key details from a story they have listened to so they can visualize the story itself to check comprehension.

Technology is an important integration into any unit lesson plan, but at times it can feel more time consuming than productive. Students still require much help to get logged into student devices and this ends up frustrating some to the point of behaviors and “losing them” before the activity has begun. Nonetheless, students participate in a simple word sort activity by breaking down spelling words and identifying their middle vowel sound. They also practiced adding the proper inflectional endings to make singular nouns into plural nouns. For this, the class and teacher created sentence strip reminders together of the rules for adding “-s” and “-es” to singular nouns as a visual aide to be displayed at all times in the classroom. From there, students participate in a whole class activity using personal whiteboards where they are to write down the spelling word said aloud by the teacher and underline the middle sound they hear. This activity has heavy focus on phonemic awareness and isolation as students practice their spelling words of the week simultaneously. Students hold up their whiteboards for the teacher to check the answers and give immediate feedback. This was also a beneficial activity for peer modeling as students were looking around and correcting their own mistakes of writing letters incorrectly (backwards, upside down, etc.).

The most important pieces of this unit lesson plan are the classroom conversations taking place about each story read and comprehension strategies. This allows the teacher to get real time information about the students’ levels of understanding of what is being asked of them as well as building expectations for future classroom discussions. The anticipatory sets are designed to engage students in meaningful conversations amongst the whole class while checking for prior knowledge about the topics at

hand. This is also a beneficial way to guide student thinking. Also, 5 students are actively participating in RTI support in Tier 2 and Tier 3 style learning. With the help of teaching fellows on campus, these students are getting individualized instruction in and out of the classroom.

Summary of Student Learning:

Students demonstrate excellent comprehension skills when it comes to listening to stories being read and recalling important information from them. Most students scored excellent in the comprehension portion of the end of unit assessment. However, the wording from the assessment for vocabulary terms versus the wording throughout the entire unit was not correlating in a productive manner. This is a mistake I am learning from as I did not check the unit assessment before teaching and not realizing what the students were going to be tested on. I do know that they could define the vocabulary terms when given because of the extensive vocabulary practice we had done throughout the week, but when reading the questions and answer choices to them they seemed very lost. The writing and reading skills we had practiced are slowly coming along as most students were able to identify main characters, setting, and key details from the various stories we read throughout the week and write them down themselves into the appropriate sections of our graphic organizers. This unit plan gave me much valuable insight into student learning as well as where they need to go from here. Reviewing student journals, we can see how much writing has improved over these few short weeks in class and how necessary it is to have the students writing daily.

Reflection of Video Recording:

This was one of the first lessons I had taught on my own in the classroom. Reflecting back on the lesson and watching the video are big reminders of why I am still considered a *student* teacher. I had never seen myself teach before and it was very beneficial for me to get that experience. My lessons are too long and not interactive enough for my students and since then, I have been looking into better ways to engage them. I knew that they really enjoy using their whiteboards in class so I wanted to give them an opportunity to practice writing letters, spelling, and their phonemic isolation verbally and writing in a class

activity all together. It is difficult to teach phonemics when the students and myself are wearing masks; they cannot see the shape of the mouth as the sounds of letters come out. I should have also incorporated some form of a manipulative for them to get hands-on learning with blocks or letter cards to make learning more meaningful for them as most students in the classroom are English language learners. Nonetheless, the students were still getting much needed practice in their writing skills, spelling, and phonemic awareness.

Planning and implementing this entire unit has been the most challenging and rewarding learning experience I have been through. With all of my previous training being in Special Education programs, it has been a difficult transition to work in a general education classroom with students who have not been in a classroom since kindergarten and have not built crucial foundational skills while in distance learning. I feel an immense pressure at times when thinking about catching the students up on those skills because of the importance they serve throughout their entire lives and how I am just learning how to teach in a real-life setting. Collaboration and support are key in the school community and I have finally seen that for myself. I am grateful for this experience and have created plenty of room for growth for myself.

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 (21 students observed)	Number of Students Post-Test (15 students in class for post-assessment)
Highly Proficient (90%-100%)	0	0
Proficient (80%-89%)	0	0
Partially Proficient (70%-79%)	1	1
Minimally Proficient (69% and below)	20	14
Post-Test Analysis: Whole Class		
<p><i>Students did their personal bests on post-assessment after the unit lesson plan was taught in full. This was this classroom's first official written test with answer choices for them to choose from. This had a major effect on student learning as students could not read the test questions or answers themselves so they needed to listen extra closely to what the questions were asking, as well as listen and choose the right answer from a field of 4. Some students became frustrated and did not complete the assessment, while others were absent (quarantined) and could not complete the unit assessment in time for data to be entered into this section. Students improved from pre-assessment to post-assessment in the vocabulary section as students used and understood their vocabulary terms throughout the week's unit. Students need much more practice and support in reading so they may be able to take assessments on their own and not feel the pressure from the teacher reading questions and answers to answer quickly versus taking their time and coming to the answer on their own by acquired knowledge and process of elimination.</i></p>		
<p><i>It is a rewarding feeling to see that students improved in areas of vocabulary after teaching them correlating sign language to help them remember their academic terms utilizing a total physical response strategy. I could see students acting out the sign language during the assessment to help guide them to the right answer. However, this instructional strategy is only beneficial when the correlating sign language resembles what the word is (e.g. the sign for "scurries" is two hands</i></p>		

moving back and forth in a shaky manner to match with the definition of “moves quickly”). Moving forward, I realize how much the students benefit from multiple means of representation and how important it is to incorporate multiple learning styles into each activity. Kinesthetic learning is most beneficial for these students as they have had to be strictly visual and auditory learners for the last year and a half. They feel pride and confidence when they do activities on their own and are successful at them.

Post-Assessment Analysis: Subgroup Selection

Almost half of the students in the classroom are English Language Learners and need much support in and out of the classroom to be successful in their academics. This group was selected because they are a major focus in the classroom in creating activities and supports that will benefit them in every lesson. Looking back on the unit lesson plan, pre-assessment and post-assessments were not conducive for these learners as there was too much information being read to them. However, during class discussions all learners showed improvements in reading comprehension of the stories from the week. This tells me the students know what is being presented to them and understand the messages of the stories, but have a hard time answering the questions properly on assessments due to word overload and not enough visual support.

Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)

	Number of Students Pre-Test (21 students observed/9 ELL)	Number of Students Post-Test (15 students in class for post-assessment/9 ELL)
Highly Proficient (90%-100%)	0	0
Proficient (80%-89%)	0	0
Partially Proficient (70%-79%)	0	1
Minimally Proficient (69% and below)	9	8

Post-Assessment Analysis: Subgroup

When discussing lesson information with these students, I can tell that they understand most of the material being presented to them. Based on the post-assessment data, I can conclude that English Language Learners need more support in all content areas to be successful in the classroom. These students are still getting accustomed to a classroom setting and learning in-person, so a formal testing setting causes pressure and anxieties for these students as they want to succeed in the classroom but do not have the foundational skills to support themselves. Test taking in itself is skill to be practiced and these students have just begun with their first formal assessment. One student scored higher than the rest of the class as a whole and I believe this is

because she is a hard worker and takes her time when doing classwork. All work samples from this student are neat, organized, and legible compared to the rest of her classmates and other English Language Learners. She also has a better support system at home compared to the rest of the ELLs in class.

Assessment differentiation was given in the form of oral reading of questions and answers when it should have been paired with visuals to help students visualize the meaning of vocabulary terms and comprehension questions. Students in this subgroup need more individualized class time/work as well as exclusive instruction in phonics, writing, and reading. More small-group instruction will be incorporated into daily schedules so students may practice foundational skills and help them get to grade level learning. Also, the assessment given to them was scored on a point system of only 15 points. In the future, students should be assessed based on skills they already have through observations and individualized assessments to truly showcase student knowledge. Multiple choice assessments were too overwhelming for the ELLs in the classroom as there were too many words on the paper and students cannot read any of them.

Post-Assessment Data: Remainder of Class

	Number of Students Pre-Test (21 students observed/9 ELL)	Number of Students Post-Test (15 students in class for post- assessment/6 remainder after subgroup)
Highly Proficient (90%-100%)	0	0
Proficient (80%-89%)	0	0
Partially Proficient (70%-79%)	1	1
Minimally Proficient (69% and below)	20	5

Post-Assessment Analysis: Subgroup and Remainder of Class

The focus of this unit was vocabulary and writing skills to aide students in learning academic foundational skills. Throughout each lesson, visualizing strategies were paired with engaging and personal writing prompts for students to connect to the material with. This helped bring students' skills and previous knowledge to the forefront to observe and gauge student learning and guide future instruction. The assessments were graded on a point system which did not showcase the rest of the class or subgroup's skill levels and knowledge gained from the unit. The remainder of the class a part from the subgroup is not at grade level reading yet and therefore needed all assessment questions and answers read aloud to them as well. Students all scored minimally

proficient in their pre- and post-assessments which informs my future instruction to create more exclusive instruction in all content areas.

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. Creating better and more engaging/meaningful learning activities	Observation of a veteran teacher, research on the internet, collaboration with other educators, professional development
2. Time management; preparation of classroom materials and delivery of lessons	Personal reflection, practice lesson delivery beforehand, creating routines, observation of other teachers
3. Utilizing positive behavioral interventions and supports	Professional development, collaboration with other educators, research on the internet, personal reflection, creating management system

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: I will continue my education by obtaining my Master's Degree in a minimum of one educational field (Autism Spectrum Disorder, Early Childhood Education/Early Childhood Education Special Education, Special Education Moderate to Severe) within the next 5 years through a credible Master's program.	
Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students?	It is important to me to continue my education and gain more knowledge in multiple fields of my profession. Autism and special education are passions of mine and by obtaining Master's degrees I am furthering my credibility of knowledge in important areas as well as furthering my career. This will allow me to stay informed on current practices, research, interventions, and systems of support that will best suit my future students' needs by becoming a forever-learner in my education.
End Date: By when do you expect to accomplish this goal?	5 years
Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE	1/2022-7/2022: Prepare for first year of teaching by substitute teach in various classrooms/programs in different districts 8/2022-6/2023: Begin teaching career, start researching Master's programs, research and identify specific degree 7/2023 and beyond: Apply to Master's programs, complete courses, create thesis, complete program with first Master's degree
Resources: What resources are available to assist you in accomplishing your goal?	Grand Canyon University, collaboration with other educators, observations, professional development, seminars, personal research