



# **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 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:** Distributive Property

**Unit Title:** The Distributive Property

**National or State Academic Content Standards: 6.EE.3** Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression  $3(2 + x)$  to produce the equivalent expression  $6 + 3x$ ; apply the distributive property to the expression  $24x + 18y$  to produce the equivalent expression  $6(4x + 3y)$ ; apply properties of operations to  $y + y + y$  to produce the equivalent expression  $3y$ .

### Learning Goal:

By the end of our unit on the Distributive Property, when given an expression (e. g.  $3(x + 1)$ ,  $3(2y + 4y)$ ,  $2(z - 3) + z$ ), students will use the properties of operations (e. g. associative:  $a + (b + c) = (a + b) + c$ , commutative:  $a + b + c = c + a + b = b + c + a$ , and distributive:  $a(b + c) = ab + ac$ ) to create equivalent expressions for (4 out of 5) problems.

### Measurable Objectives:

By the end of the first lesson on the Distributive Property, when given an expression (e. g.  $3(x + 1)$ ,  $3(2y + 4y)$ ,  $(2z - 6 + z)$  with color-coded like terms, students will use a calculator, the properties of operations (e. g. associative:  $a + (b + c) = (a + b) + c$ , distributive:  $a(b + c) = ab + ac$ ) and area models with each term labeled on the diagram to create commutative:  $a + b + c = c + a + b = b + c + a$ , and equivalent expressions for (4 out of 5) problems.

By the end of the second lesson on the Distributive Property, when given an expression (e. g.  $3(x + 1)$ ,  $3(2y + 4y)$ ,  $2z - 6 + z$ ) with color-coded like terms, students will use the properties of operations (e. g. associative:  $a + (b + c) = (a + b) + c$ , commutative:  $a + b + c = c + a + b = b + c + a$ , and distributive:  $a(b + c) = ab + ac$ ) and area models with each term labeled on the diagram to create equivalent expressions for (4 out of 5) problems.

By the end of the third lesson on the Distributive Property, when given an expression (e. g.  $3(x + 1)$ ,  $3(2y + 4y)$ ,  $2(z - 3) + z$ ), students will work with a peer (e. g. think-pair-share) to correctly use the properties of operations (e. g. associative:  $a + (b + c) = (a + b) + c$ , commutative:  $a + b + c = c + a + b = b + c + a$ , and distributive:  $a(b + c) = ab + ac$ ) to create equivalent expressions for (4 out of 5) problems.

*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.

### Distributive Property Pre-Test

Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

A. Given that the area of a rectangle equals length times width. Circle all the expressions that represent the area of the large, outer rectangle in Figure A. \*

a.  $6 + 3 + 2$

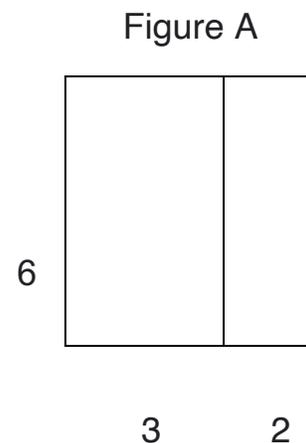
b.  $6 \times 3 + 6 \times 2$

c.  $6 \times 3 + 2$

d.  $6 \times 5$

e.  $6(3 + 2)$

f.  $6 \times 3 \times 2$



B. Circle all the expressions below that are equivalent to  $4b$ . \*

- a.  $b + b + b + b$ .                      d.  $b \times b \times b \times b$   
b.  $b + 4$ .                                e.  $b / 4$   
c.  $2b + 2b$

C. Match each expression in column 1 to an equivalent expression in column 2.

<u>Column 1</u>
1. $a(1+2+3)$
2. $2(12 - 4)$
3. $12a + 3b$
4. $\frac{2}{3}(15a - 18)$
5. $6a + 10b$
6. $0.4(5 - 2.5a)$
7. $2a + 3a$

<u>Column 2</u>
* $3(4a + b)$
* $2 \times 12 - 2 \times 4$
* $2(3a + 5b)$
* $(2 + 3)a$
* $a + 2a + 3a$
* $10a - 12$
* $2 - a$

D. Circle all the expressions below that are equivalent to  $16x + 36$ .

- a.  $16(x + 20)$   
b.  $x(16 + 36)$   
c.  $4(4x + 9)$   
d.  $2(8x + 18)$   
e.  $2(8x + 36)$

**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.

	<b>Number of Students</b>
<b>Highly Proficient (90%-100%)</b>	2
<b>Proficient (80%-89%)</b>	0
<b>Partially Proficient (70%-79%)</b>	0
<b>Minimally Proficient (69% and below)</b>	44

**Pre-Assessment Analysis: Whole Class**

One student scored 100% and another student in the same class scored 93%. The rest of the students scored 58% and lower. Teaching this unit, we will need to start at a low level and then we will work our way up to higher level problems on subsequent lessons and assignments.

**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.

## **Test: Using the distributive property with numbers and variables**

Name: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_

- Let's remember: The distributive property allows us to take a factor and distribute it to each member of a group.

Example:

$$4 (A + 3)$$

$$4 \times A + 4 \times 3$$
$$\downarrow \quad \quad \downarrow$$
$$4A + 12$$

1.1 Solve the following multiplication problems using the distributive property (Just numbers)

a.  $5 \times 34$

b.  $3 \times 48$

c.  $7 \times 52$

d.  $2 \times 135$

e.  $6 \times 341$

1.2 Solve the following multiplication problems using the distributive property (Just variables)

f.  $A(X + Y)$

g.  $Y(B - C)$

h.  $B(D + E)$

i.  $C(X + Y + A)$

j.  $Z(H - T + Q)$

1.3 Solve the following multiplication problems using the distributive property (numbers and variables)

k.  $9(A + 11)$

l.  $Z(2 + 6)$

m.  $C(12 - D)$

n.  $7(A + 20 - B)$

o.  $Y(15 + X + 7)$

1.4 Let's use the distributive property to make calculating easier.

p.  $3(4a + b)$

q.  $2(3a + 5b)$

r.  $5 \times 102 = 5(100 + \underline{\quad}) = 500 + 10 = \underline{\quad}$

$$s. 12 \times 99 = \underline{\quad\quad} (100 - \underline{\quad\quad}) = 1200 - \underline{\quad\quad} = \underline{\quad\quad}$$

$$t. 9 \times 99 = 9 (\underline{\quad\quad} - 1) = \underline{\quad\quad} - 9 = \underline{\quad\quad}$$

**Due to the majority of students scoring Minimally Proficient on the Pre-Test, the following scoring guide will be used for the Post-Test:**

<b>76 – 100%</b>	<b>Highly Proficient</b>
<b>51 – 75%</b>	<b>Proficient</b>
<b>26 – 50%</b>	<b>Partially Proficient</b>
<b>0 – 25%</b>	<b>Minimally Proficient</b>

## 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: Grade 6**

**Unit/Subject: The Distributive Property**

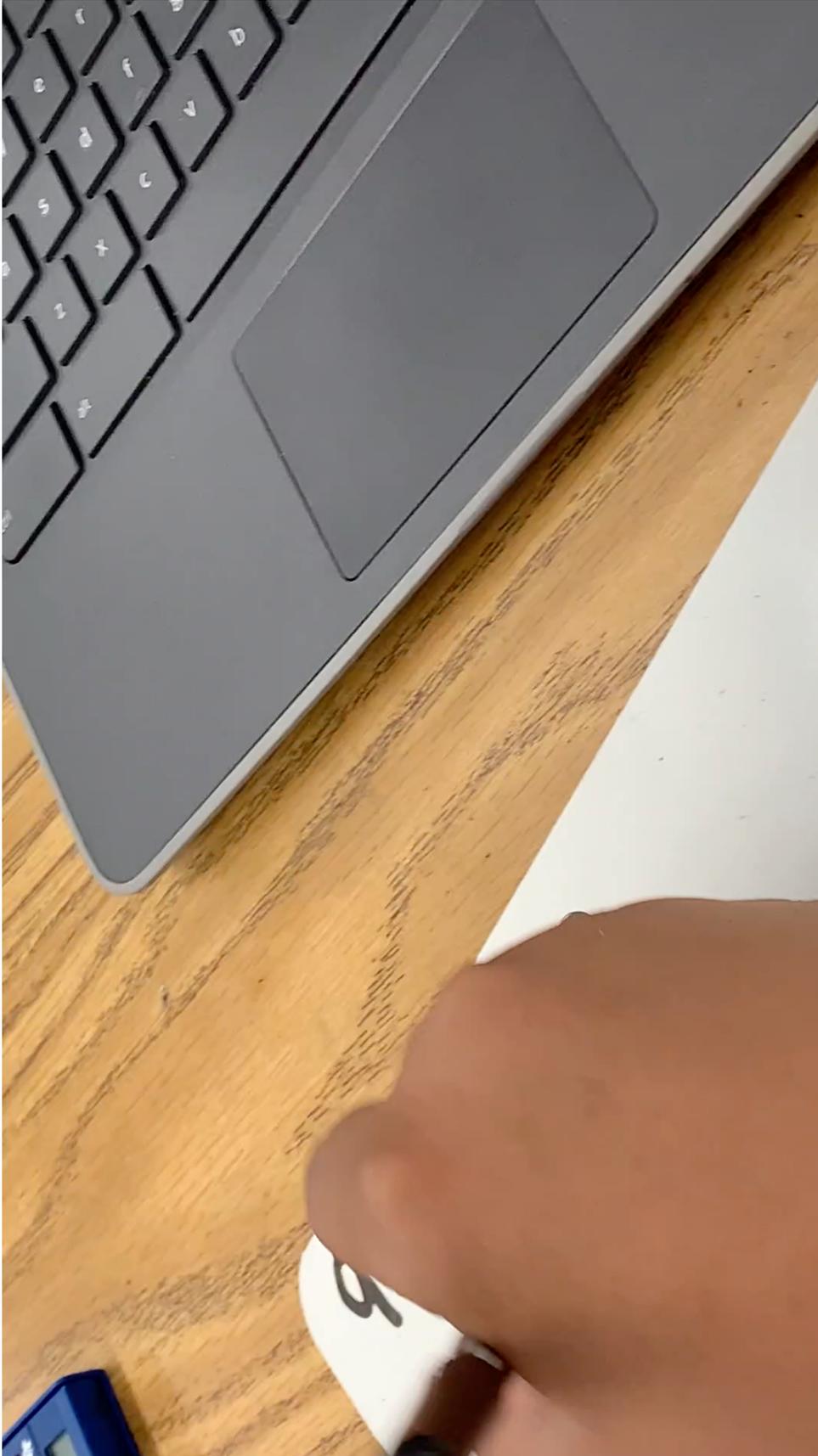
	Day 1	Day 2	Day 3	Day 4	Day 5
<b>National/State Learning Standards</b> <i>List specific grade-level standards that are the focus of the lesson being presented.</i>	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the	<b>6.EE.3</b> Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$ ; apply the distributive property to the expression $24x + 18y$ to produce the

	equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .	equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .	equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .	equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .	equivalent expression $6(4x + 3y)$ ; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$ .
<b>Specific Learning Target(s)/Objectives</b> <i>Based on state standards, identify what is intended to be measured in learning.</i>	I can use a diagram of a rectangle split into two smaller rectangles to write different expressions representing its area.  I can use the distributive property to help do computations in my head.	I can use the distributive property to solve two-digit multiplication problems.  I can use the distributive property to solve three-digit multiplication problems.	I can use the distributive property to solve expressions with numbers and variables.	I can use the distributive property to solve large expressions with numbers and variables.	I can use the distributive property to solve problems with numbers and variables.
<b>Academic Language</b> <i>General academic vocabulary and content-specific vocabulary included in the unit.</i>	Distribute Distributive Property Computations “the quantity of” Expressions Term Factor Product	Distribute Distributive Property Computations “the quantity of” Expressions Term Factor Product	Distribute Distributive Property Computations “the quantity of” Expressions Term Factor Product Variable	Distribute Distributive Property Computations “the quantity of” Expressions Term Factor Product Variable	Distribute Distributive Property Computations “the quantity of” Expressions Term Factor Product Variable
<b>Unit Resources, Materials, Equipment, and Technology</b> <i>List all resources, materials, equipment, and technology to be used in the unit.</i>	Powerpoint Presentation Google Classroom Assignment Google Meet Kami Mini Whiteboards Dry Erase Pens	Powerpoint Presentation Google Classroom Assignment Google Meet Kami Mini Whiteboards Dry Erase Pens	Powerpoint Presentation Google Classroom Assignment Google Meet Kami Mini Whiteboards Dry Erase Pens	Powerpoint Presentation Google Classroom Assignment Google Meet Kami Mini Whiteboards Dry Erase Pens	Powerpoint Presentation Google Classroom Assessment Google Meet Kami Mini Whiteboards Dry Erase Pens

	Mini Erasers	Mini Erasers	Mini Erasers	Mini Erasers	Mini Erasers
<b>Depth of Knowledge Lesson Questions</b> <i>What questions can be posed throughout the lesson to assess all levels of student understanding?</i> <ul style="list-style-type: none"> <li>• Level 1: Recall</li> <li>• Level 2: Skill/Concepts</li> <li>• Level 3: Strategic Thinking</li> <li>• Level 4: Extended Thinking</li> </ul>	How can we use the distributive property to make multiplication easier? Can we find the area of a rectangle using the distributive property? How?	How can we use the distributive property to make multiplication easier?	Can we use the distributive property with expressions with variables?	Can we use the distributive property with expressions with numbers & variables?	
<b>Anticipatory Set</b> <i>How will students' prior knowledge be activated as well as gain student interest in the upcoming content?</i>	Show how to solve the problem using Order of Operations first, then by using the Distributive Property.	Remember how we used the Distributive Property to solve easy problems?	Remember how we used the Distributive Property when solving expressions with numbers?	Now we're going to combine what we learned about using the Distributive Property with numbers and about using the Distributive Property with variables.	Remember all the ways we used the Distributive Property this week with expressions.
<b>Presentation of Content</b>					
<b>Multiple Means of Representation</b> <i>Describe how content will be presented in various ways to meet the needs of different learners.</i>	Material will be presented visually several ways in a Powerpoint Presentation. Then using Kami, 2 to 3 problems from the homework lesson will be modeled.	Material will be presented visually several ways in a Powerpoint Presentation. Then using Kami, 2 to 3 problems from the homework lesson will be modeled.	Material will be presented visually several ways in a Powerpoint Presentation. Then using Kami, 2 to 3 problems from the homework lesson will be modeled.	Material will be presented visually several ways in a Powerpoint Presentation. Then using Kami, 2 to 3 problems from the homework lesson will be modeled.	Material will be presented visually several ways in a Powerpoint Presentation.
<b>Multiple Means of Representation Differentiation</b>	The teacher will use a mini whiteboard to work out 1 problem showing all the steps	The teacher will use a mini whiteboard to work out 1 problem showing all the steps	The teacher will use a mini whiteboard to work out 1 problem showing all the steps	The teacher will use a mini whiteboard to work out 1 problem showing all the steps	

<p><i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> <li>• English Language Learners (ELL)</li> <li>• Students with special needs</li> <li>• Students with gifted abilities</li> </ul> <p><i>Early finishers (those who finish early and may need additional sources/support)</i></p>	<p>and left with the student to refer to. On Kami, there is text to speech and speech to text for students who need this accommodation. Special education students will be given a calculator to use on the assignment. Early finishers can help others in the class or go to IXL where there are additional lessons on the same subject assigned to each student according to their skill level.</p>	<p>and left with the student to refer to. On Kami, there is text to speech and speech to text for students who need this accommodation. Special education students will be given a calculator to use on the assignment. Early finishers can help others in the class or go to IXL where there are additional lessons on the same subject assigned to each student according to their skill level.</p>	<p>and left with the student to refer to. On Kami, there is text to speech and speech to text for students who need this accommodation. Special education students will be given a calculator to use on the assignment. Early finishers can help others in the class or go to IXL where there are additional lessons on the same subject assigned to each student according to their skill level.</p>	<p>and left with the student to refer to. On Kami, there is text to speech and speech to text for students who need this accommodation. Special education students will be given a calculator to use on the assignment. Early finishers can help others in the class or go to IXL where there are additional lessons on the same subject assigned to each student according to their skill level.</p>	<p>On Kami, there is text to speech and speech to text for students who need this accommodation. Special education students will be given a calculator to use on the assignment. Students who finish early can go to IXL and work on additional lessons on the same subject assigned to each student according to their skill level.</p>
<b>Application of Content</b>					
<p><b>Multiple Means of Engagement</b> <i>How will students explore, practice, and apply the content?</i></p>	<p>Homework Lesson 1 IXL Lessons</p>	<p>Homework Lesson 10 IXL Lessons</p>	<p>Homework Lesson 11 IXL Lessons</p>	<p>Homework Lessons 1, 10 and 11. IXL Lessons</p>	<p>IXL lessons.</p>
<p><b>Multiple Means of Engagement Differentiation</b> <i>Explain how materials will be differentiated for each of the following groups:</i></p> <ul style="list-style-type: none"> <li>• English Language Learners (ELL)</li> <li>• Students with special needs</li> <li>• Students with gifted abilities</li> </ul>	<p>Mini Whiteboards with sample problem worked out for them.  IXL Lessons can be differentiated for each individual student.</p>	<p>Mini Whiteboards with sample problem worked out for them.  IXL Lessons can be differentiated for each individual student.</p>	<p>Mini Whiteboards with sample problem worked out for them.  IXL Lessons can be differentiated for each individual student.</p>	<p>Mini Whiteboards with sample problem worked out for them.  IXL Lessons can be differentiated for each individual student.</p>	<p>IXL Lessons can be differentiated for each individual student.</p>

<i>Early finishers (those who finish early and may need additional sources/support)</i>	IXL Lessons.				
<b>Assessment of Content</b>					
<b>Multiple Means of Expression</b> <i>Formative and summative assessments used to monitor student progress and modify instruction.</i>	Pre-Assessment. Daily Lessons. Post-Assessment.				
<b>Multiple Means of Expression Differentiation</b> <i>Explain how materials will be differentiated for each of the following groups:</i> <ul style="list-style-type: none"> <li>• <i>English Language Learners (ELL)</i></li> <li>• <i>Students with special needs</i></li> <li>• <i>Students with gifted abilities</i></li> </ul> <i>Early finishers (those who finish early and may need additional resources/support)</i>	Whiteboards can be used to differentiate expressions.  Text to Speech on Kami.  Speech to Text on Kami.  Early finishers can go on IXL.	Whiteboards can be used to differentiate expressions.  Text to Speech on Kami.  Speech to Text on Kami.  Early finishers can go on IXL.	Whiteboards can be used to differentiate expressions.  Text to Speech on Kami.  Speech to Text on Kami.  Early finishers can go on IXL.	Whiteboards can be used to differentiate expressions.  Text to Speech on Kami.  Speech to Text on Kami.  Early finishers can go on IXL.	Whiteboards can be used to differentiate expressions.  Text to Speech on Kami.  Speech to Text on Kami.  Early finishers can go on IXL.
<b>Extension Activity and/or Homework</b>					
<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>	Lesson 1 (See Below)  IXL Lessons can be used for extra practice.	Lesson 10 (See Below)  IXL Lessons can be used for extra practice.	Lesson 11 (See Below)  IXL Lessons can be used for extra practice.	Review Lesson 1, Lesson 10 and Lesson 11.  IXL Lessons can be used for extra practice.	No Extension Activity or Homework.  IXL Lessons can be used for extra practice.



## **STEP Standard 5 - Implementation of Instructional Unit**

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

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

**Video Recording Link:**

**Summary of Unit Implementation:** First a Pre-Test was given on Friday. The following week, Lesson 1, Lesson 10, and Lesson 11 were taught in that order. On Thursday, we had a review. And on Friday we gave the Post Test.

**Summary of Student Learning:** The students struggled with the first lesson but after the second and third lessons, the students said that it was easy. The post-test should indicate how much the students actually learned.

**Reflection of Video Recording:** It was very hard adding this video to this format. The video started out to be 28 minutes and I cut it down to 5 minutes. I got around to several students that day but I missed one student so next class I will spend more time with that one student to make up missing him when I was recording. I feel this video shows me teaching one-on-one with as many students as I can get to during the period. I think this method is very valuable to the students who are in person. Using break out rooms for the students on line is helpful as well. In the breakout room, I have the student share his screen and I try to talk him or her through the problem.

# 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.

<b>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.</b>		
	<b>Number of Students Pre-Test</b>	<b>Number of Students Post-Test</b>
<b>Highly Proficient (90%-100%)</b>	2	38
<b>Proficient (80%-89%)</b>	0	6
<b>Partially Proficient (70%-79%)</b>	0	2
<b>Minimally Proficient (69% and below)</b>	44	13
<b>Post-Test Analysis: Whole Class</b>		
<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>First of all, I'd like to explain why there is a difference in the total number of students listed under the Pre-Test and the total number of students listed under the Post-Test. There were 17 students who didn't take the pre-test and only 4 students who didn't take the Post-Test. Based on my analysis of the whole class post-test data, I can conclude that there was a great amount of student learning accomplished on the Distributive Property. 15 students increased their score by 90 – 100%, 2 students increased their score by 80 – 89%, 16 students increased their score by 70 – 79%, 4 students increased their score by 60 – 69%, 4 students increased their score by 50 – 59%, 5 students increased their score by 40 – 49%, 3 students increased their score by 30 – 39%, 4 students increased their score by 20 – 29%, 3 students increased their score by 1 – 19%. One student stayed the same, scoring 100% on both tests. And finally, 4 students had scores which showed a decrease rather than an increase; by 3%, 16%, 20% and 44%. All of these decreases were because they either didn't take the Post-Test or they didn't finish it. Students struggled with the first worksheet given in this unit but when they got to the last worksheet in the unit, students reported that it was easy for them.</p>		

*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.*

Based on the whole class post-test data, over half of the students increased their scores by 70% or more. This is a significant increase and shows that the instruction and assessment had a profound effect on student learning. This is also evident on the scores of the daily homework assignments. You can see that the students struggled with this concept in the beginning by the scores on Lesson 1 where the average score was 55.5/100. On the next lesson the average score increased to 70 and on the last lesson the average score climbed to 81.3. Clearly, the students were gradually learning how to use the distributive property correctly. It should be mentioned that the students who attended class in person had higher scores than their classmates who were totally virtual. This was evident on the assignments as well as on the tests.

**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).*

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

	Number of Students Pre-Test	Number of Students Post-Test
<b>Highly Proficient (90%-100%)</b>	0	11
<b>Proficient (80%-89%)</b>	0	1
<b>Partially Proficient (70%-79%)</b>	0	0
<b>Minimally Proficient (69% and below)</b>	14	2

**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 students with IEPs post-test data, nearly all the students who showed minimal proficiency on the pre-test learned enough to show that they were highly proficient on the post-test. Most of these students are in-person learners and are provided with one-on-one instruction. Most of that one-on-one instruction takes place at the end of the day during office hours. During office hours, students report to their advisory class and from there students can request to go see any teacher they have where they need extra help or are missing work. Also, teachers can request to see any student from any advisory who is missing work or needs extra help. I like this class because it gives the teacher time to give direct instruction to those who really need it. I feel like a lot of the learning happens during this class as well as our regular classes. I've also used this time to instruct the 100% virtual students where I have a student share their screen with me and we work through the problems together. I've found that the best learning by these students happens during a one-on-one session.

*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 post-test data for the students with IEPs, my instruction and assessment were effective to increase student learning. The lesson was broken up into smaller chunks of information taught to the students on subsequent days. Then the students were given practice worksheets for them to do with guidance from the instructors. One-to-one instruction is given to those in-person students who need it. This method seems to work well with this subgroup of students. The two students who didn't reach proficiency are both 100% on-line students which makes it more difficult to teach them one-on-one. However, I am going to proceed with them by putting them both in a break-out room during class. I will share my screen and model how they should set up the problems and solve them. Next, I will have them copy it down on paper and show it to me so I can see if they are writing it down correctly and if they are understanding what they're writing. Finally, I will have them type the problems into the virtual worksheet for their assignment. This way the students will be seeing and writing each problem correctly at least 3 times. I feel the more times they see it worked out correctly, the better they will be able to retain and duplicate it.

<b>Post-Assessment Data: Remainder of Class</b>		
	<b>Number of Students Pre-Test</b>	<b>Number of Students Post-Test</b>
<b>Highly Proficient (90%-100%)</b>	2	27
<b>Proficient (80%-89%)</b>	0	5
<b>Partially Proficient (70%-79%)</b>	0	2
<b>Minimally Proficient (69% and below)</b>	30	11
<b>Post-Assessment Analysis: Subgroup and Remainder of Class</b>		
<p><i>Analyze the data of the subgroup as compared to the remainder of the class. In one paragraph, describe the effectiveness of your instruction for this unit using the finding from your analysis.</i></p> <p>After analyzing the data regarding the students with IEPs and comparing it to the data of the remainder of the class, it is apparent that both groups benefitted from our instruction for this unit on the Distributive Property. In both groups, students moved from being minimally proficient to being highly proficient. As stated above, the increase in learning can be attributed to the one-on-one assistance that most students were given. This increase in proficiency has been shown in all the groups on this unit.</p>		
<p><i>Based on your analysis of student learning, discuss the next steps for instruction, including an objective that would build upon the content taught in this unit of instruction.</i></p> <p>Based on my analysis of student learning, the next steps for instruction will be to determine which students are still minimally proficient and re-teach the unit to them. The objective for this unit would be: Students will be able to rewrite an expression with parentheses, using the Distributive Property, to make a congruent expression without parentheses. This unit can be taught in “break-out rooms” with one teacher while the other teacher takes the rest of the class and teaches new or different ways to use the Distributive Property.</p>		

## **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>
<p>1. I have a student who doesn't answer when we talk to her so I'm wondering what she is doing. For her and other students like her, I decided on the following short-term goal:</p> <p>Set up and use Go-Guardian on my Google Classrooms so I can see what my students are doing during class when they are attending virtually.</p>	<p>I had a teacher tell me last week she would help me set up Go-Guardian if I wanted so I will reach out to that teacher and set a time when we can get together to do it. I can also watch a "How To" video on YouTube to learn how to use it.</p> <p>Then I can use it during my classes to see exactly what my students are doing during class time.</p>
<p>2. My goal is to make my lesson more interactive and fun for my students. I want to make a game that the students can play as a review of lessons that have already been taught. So, I decided to make a Kahoot game based on the last two units we've covered in class: The Distributive Property and Exponents.</p>	<p>First, I will need to go to Kahoot.com and sign up. Then I will need to familiarize myself with the site and learn how to set up a game. The science teacher I teach one class with uses Kahoot in her class so I can talk to her about using it and ask if she has any suggestions. Finally, I will make a Kahoot game, save it and play it on Friday with all my math classes. It is a virtual day with shortened class periods.</p>
<p>3. My last goal is to make and record my lessons using "screen castify" or another similar program so the students who miss class or didn't understand the lesson can watch it again and again as many times as they need until they understand it.</p>	<p>We have a tech person available for one-on-one PD on any internet programs such as "screen castify" by appointment. After or before reaching out to her, I will also watch some "How To" videos on YouTube. Then I will make a video for each of the units we've already covered in class to start and post them in the google classrooms.</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:

<b>Long-Term Goal:</b>	
<p><b>Rationale:</b> Why did you choose this goal? How do you expect it to improve the outcomes of your future students?</p>	<p>I chose this goal because I have been contemplating signing up and just recently another teacher asked if anyone else is interested in becoming Board Certified because she wanted to get a group of teachers together to get certified together so we can support each other along the way. I believe that as I pursue this goal, I will become a more efficient teacher and my students will benefit by having more and better opportunities to learn.</p>
<p><b>End Date:</b> By when do you expect to accomplish this goal?</p>	<p>The website says that it should take 3 years to complete the program. Due to my age, I feel I should allow myself the full amount of time to complete this program. Therefore, I expect to accomplish this goal 3 years from when I begin.</p>
<p><b>Action Timeline:</b> What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE</p>	<p>I've already taken the first step which was to talk to the teacher who brought up the subject and determine when we will start. I've also discovered that there are 4 components that need to be completed. There are 10 months in a school year which makes 30 months in 3 years. If I divide 30 by 4, I get 7. Therefore, I will plan to spend 7 months on each component and have 2 months to spare.</p>
<p><b>Resources:</b> What resources are available to assist you in accomplishing your goal?</p>	<p>There are webinar series for each of the components at the National Board website. Additionally, I will have my University (Grand Canyon) to support me. The other teachers at our school who are working towards Board Certification can also be valuable resources. Finally, I can reach out to the teachers here on our island who are already Board Certified.</p>