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# Student Teaching Evaluation of Performance (STEP) Template

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

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

**A. Geographic Location**

For my student teaching placement, I have been placed in a first-grade classroom in the Wolf Point school district. Wolf Point is a rural town, on the Fort Peck Indian Reservation, in the state of Montana. According to the City of Wolf Point (2011), “the population, according to the 2000 Census, was approximately 2,663 residents.” Like mentioned above, the town is located on the Fort Peck Indian Reservation, so approximately 50% of the population is Native American. In terms of stability, the economy of Wolf Point fluctuates. According to Data USA (2014), “the population displays a 0.92% increase, but its’ median household income has declined from $38,913 to $34,013, showing a -12.59% decrease.” This is believed to be related to their 22.3% poverty rate. From perception, the amount of community support is low—especially in the school district. Many of the children being raised in Wolf Point are being raised by grandparents, or great-grandparents. These parental figures try to hold the community support; however, it has greatly diminished over the years. When using this geographic information, it is highly possible they will have quite the effect on planning, delivering, and assessing my students throughout this unit. However, even though the level of community support is low, students are hardly absent from school. This will positively affect all components of planning, delivering, and assessing my students—as I will not have to worry about attendance issues. However, when children leave school at night, they are not going home to an environment where school is a priority, so I will have to ensure that I plan my unit to only occur within the school doors.

City of Wolf Point. (2011). City of Wolf Point, Montana*. ALPHA Street Design.* Retrieved from <http://ci.wolf-point.mt.us/contact.asp>

Data USA. (2014). Wolf Point, Montana. Retrieved from <https://datausa.io/profile/geo/wolf-point-mt/#intro>

**B. District Demographics**

I will be student teaching at Southside Elementary School, in the Wolf Point School District 45/45A. Wolf Point School District 45/45A is a PK-12 district with four schools. Broken down, Southside Elementary School serves grades PK-3, Northside Elementary School serves grades 4-6, the Wolf Point Junior High School serves grades 7-8, and Wolf Point High School serves grades 9-12. Throughout the entire district, approximately 860 students receive an education. Due to Wolf Point being a town on the Fort Peck Indian Reservation, they are able to offer **both** free- breakfast **and** lunch to all of the students enrolled in the school district. When it comes to planning, delivering, and assessing the students throughout my unit, there are possible affects based on the above characteristics. The Wolf Point Public School District strives to keep their children involved in school, so they offer a variety of academic, fine art, vocational, and athletic programs for students at all grade levels (Wolf Point School District, 2017). Teachers are encouraged to keep school fun, yet firm, as the school district is aware that they must do whatever it takes to keep their students interested. This will allow for some flexibility in my instructional plans for my unit.

Wolf Point School District. (2017). *Southside Elementary School.* Retrieved from <http://www.wolfpointschools.org/apps/pages/index.jsp?uREC_ID=287741&type=d>

**C. School Demographics**

Like stated above, I have been assigned to a first-grade classroom at Southside Elementary School. Southside Elementary is a public school housing grades, preschool through third. At the beginning of the 2017/2018 school year there were approximately 270 students in attendance, however this fluctuates frequently throughout a year, as it is common for students to be transferred to new foster homes or just stop coming to school. When breaking the school down by grade, there is one preschool teacher (who does both a morning and afternoon class), four kindergarten classes, four first grade classrooms, four second grade classrooms, and four third grade classrooms. Striving for smaller class sizes, each classroom only has about 14-18 students. Because our lunch program is federally funded, all students at Southside Elementary receive **both** free breakfast and lunch. We also have a federally funded snack program, where students receive a healthy snack (fruit and/or vegetable) everyday throughout the week. Academically, our achievement ranking is low. Being a low-income school, we start over academically every year. The majority of students perform below grade-level across all grades. This will affect my planning, delivery and assessment of my unit because although I am teaching first-graders, only a smaller percentage of my children are performing on grade-level, with the rest below. I will have to ensure I have several accommodations and intervention groups readily prepped—to best benefit children of all abilities.

Wolf Point School District. (2017). *Southside Elementary School.* Retrieved from <http://www.wolfpointschools.org/apps/pages/index.jsp?uREC_ID=287741&type=d>

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

**Part II: Demographic, Environment, and Academic Factors**

1. **Student Demographic Factors**

My cooperating classroom is a first-grade classroom, with a current total of 14 students. At the beginning of this experience I had 16 first-grade students, but one has been placed in a new foster family and another student just stopped coming to school. Currently, I have 7 boys and 7 girls all ranging in the six to seven years old age division. The majority of my class (approximately 79%), are of Native American ethnicity, while the remaining 21% are Caucasian. Given that this school is in the heart of the Fort Peck Indian Reservation, 80% of the school’s population is of Native American ethnicity and comes from a Native American cultural background. When taking into consideration their socioeconomic status, again, the majority of this first-grade class is of low status. Approximately 70% of the class is of low status, with the remaining 30% ranging amidst middle and upper class. When it comes to the content areas taught, students will receive my instruction in social studies, science, English-language arts, mathematics, phonics, and art.

1. **Environmental Factors**

When I first arrived at Southside Elementary School, I loved its’ physical arrangement because it is laid out in a circle—with the central focus the gymnasium/lunch room. However, because of this arrangement, the classrooms have an odd layout. The physical arrangement of my classroom was completed in what accommodates our ELA block and Daily 5. I have one corner established as a cozy library, one corner of my room is the teacher desk and a pod of student computers, and the middle of the room has the small-group meeting station, and four circular, student tables. We have a long counter against one of the walls and I have turned this into our “writing station” with four stools for students to be used. In the last open corner, I have created a math station where students go to play math games. It is this corner that has blow-up ottomans and a chalkboard stage for students to use. Within our classroom, students have access to technology (4 computers), where they have the opportunity to access BookFlix, Sumdog, and Prodigy. In terms of parental involvement, this is really low. However, this is not unusual across the school district. I know approximately 30% of my student’s guardians, and this is not rare.

1. **Student Academic Factors**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Subgroup** | **ELL** | **IEP** | **Section 504** | **Gifted** | **Other Services (Explain)** | **Behavior or Cognitive Needs Receiving No Services** |
| **Boys** | 0 | 1 | 0 | 0 | 0 | 0 |
| **Girls** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Instructional Accommodations and Modifications**  (Describe any instructional accommodations and modifications regularly used to meet the needs of students in each subgroup.) | There are no English Language Learners in the classroom. | The one student with an IEP is diagnosed with Autism. Due to this, I avoid overstimulating and overwhelming classroom activities while providing additional support when he is in the classroom. Aside from that, I follow instructional accommodations made by his SPED teacher. | There are no students with a 504 Plan. | In the classroom, there are no students labeled as gifted. | No students are receiving other services. | There are no extreme behavior/cognitive needs needing extra services. |

In the space below, discuss the possible affect these characteristics could have on the planning, delivery, and assessment of your unit. Refrain from using student names.

It is no secret that students have a wide-variety of learning abilities and because of this, it is only reasonable that these students are accommodated for in a classroom. With a variety of strengths, weaknesses, and interests it is our job to accommodate for the variety of needs. However, they do affect the planning, delivery and assessment of a given unit because we have to assure that all students are receiving the help they need that will set them up for academic success. Because I have students with IEPs, I will have to review their IEP to ensure that I can accommodate for their needs when they are in my classroom. If their IEP is not taking into consideration I am not planning my lesson appropriately—as I am not maximizing every student’s abilities to their fullest potential. Getting to know the need for one’s IEP and their specific accommodations and modifications listed throughout, will better the student’s academic experience.

# STEP Standard 2 - Writing Standards-Based Objectives and the Learning Goal

**Unit Topic**: Poppin’ With Adjectives

**Unit Title: Adjectives that Pop!**

**National or State Academic Content Standards**

**Language**

**CCSS.ELA-Literacy.L.1.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives

**Learning Goal**

***Learning Goal:*** *Students will be able to recognize and employ adjectives in their everyday activities to strengthen their speaking and writing abilities.*

By the end of this unit, I will expect my students to not only be able to define the word adjective, but provide specific examples of adjectives in an appropriate context/setting. Students will learn that by being able to recognize and incorporate adjectives into daily activities, their work will be more engaging and interesting.

**Measurable Objectives**

1. Upon the completion of the popcorn being popped, students will write 5-to-9 adjectives, using all five of their senses.
2. The student will be able to select 1 adjective from their list and use it to formulate a complete sentence in a real-life setting.

# STEP Standard 3 - Assessment and Data Literacy

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| --- |
| **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 Exceeds, Meets, Approaches, or Falls Far Below the learning goal and measurable objectives. |
| **Scoring Criteria:**  The pre-assessment will be based off of the **4-3-2-1** scale our school district uses. I enjoy its’ simplicity, so am choosing to carry it over into this lesson. As this is the pre-assessment, there is room for growth, allowing the scoring criteria to be adjusted to align with the set learning goals and measurable objectives. With this said, their performance and score will give a starting point to one’s ability to achieve the set learning goals and measurable objectives.  **Falls Far Below:** Students at this level will receive a **1** on the assessment scale, as they will demonstrate that they have no understanding in the content material. Receiving a **1** means that these students have no recognition of what an adjective is, leading to multiple errors on the pre-assessment. With a score of **1**, students are unable to complete the pre-assessment independently—requiring frequent instruction and guidance to get through the task at hand.  **Approaches:** Students at this level will receive a **2** on the assessment scale, as they show slight understanding in the content material, but also show potential in their abilities to grow with knowledge. Receiving a **2** means that these students have very slight recognition of what an adjective is and can complete some of the pre-assessment independently, but have many errors (scoring a 2/5). However, these students are not confident in the skill and need extra support and guidance. However, there is potential that these students will meet the learning outcomes with more direct instruction.  **Meets:** Students at this level will receive a **3** on the assessment scale, as they have shown a generic understanding in the material. Receiving a **3** means that these students have slight recognition of what an adjective is, however, the difference between receiving a **3 and a 2** stems from one’s independence levels. Scoring a **3** means students were able to complete the assessment independently, but needed slight reminders with what an adjective is (their scores can be in the 2/5 or 3/5 zone). These students show a slight understanding, so with further instruction they will be well on their way to meeting the objective.  **Exceeds:** Students at this level will receive a **4** on the assessment scale, as they already demonstrate understanding the content material. Receiving a **4** means that these students fully recognize and understand the role of an adjective, prior to any direct instruction. They can differentiate adjectives from other parts of speech and can complete the pre-assessment independently—with no hesitations. Students receiving a **4** indicate that they not only understand the content with no errors, but their growth will expand with more exposure, taking their learning to the next level. These students at this level in the scale are well past meeting their learning goals and objectives. |

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| **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.  ***Pre-Test:*** Administer, collect, and score the pre-test. Enter data in the Table for Whole Class Pre-Test Results by LG.Complete. Replace information with your information. Delete or add columns as needed by highlighting the area, right click, enter "De Delete” or Insert.”" " | |
|  | **Number of Students** |
| **Exceeds** | 2 |
| **Meets** | 5 |
| **Approaches** | 2 |
| **Falls Far Below** | 4 |
| **Pre-Assessment Analysis: Whole Class** | |
| Based on the data above, what changes, if any, will you make to your selection of national or state academic content standards, the learning goal, or measurable objectives?  The data I received was not surprising, as this is an unfamiliar concept with these students. They are able to tell what different parts of speech are, specifically nouns and verbs, but finding the adjectives was tough for some. After discussing my overall objective of this lesson with my mentor, we won’t be making any changes to the selection of standards, goals and objectives, as we both feel that with adequate instruction students will pick up on adjectives very quickly. Looking at this data, the majority of my class has a general understanding that adjectives are different than other parts of speech, but why this difference exist is still unknown. | |
| Based on the data above, describe in 1-3 paragraphs the effect this data could have on the planning, delivery, and assessment of your unit.  Pre-assessments are beneficial in that they provide us with data that can be effectively utilized in the planning, delivering, and assessing of any particular unit. Upon reviewing the data from my class’s pre-assessment, I was able to determine where most of my students fall in regard to understanding the content being taught. Specifically, based on the data received, I am more adequately prepared to plan instruction based around the needs of my student’s ability.  We use pre-assessments as a tool to determine one’s readiness. This level of readiness allows me to look at both the individual level, as well as the classroom’s level—both benefiting future planning and delivery of the unit. Using this data, I became more aware that very few of my students have absolutely no idea what an adjective is, while the majority of my students have a general idea. Using this information, I can quickly refresh some skills before really spending time and focusing on what I need to in order to meet standards, learning goals, and the objectives. For those students who could benefit from more direct instruction, I may have to pull them into small groups for more individualized instruction to ensure that they too will hit the learning goals and objectives.  Overall, this data allows me to really narrow down and focus on my set objectives and helps carve the path towards meeting it all. This data, when assessing my overall unit, will provide me with the information needed to measure if student growth was made. | |

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| **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 the student Exceeds, Meets, Approaches, or Falls Far Below the learning goal and measurable objectives. |
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The post-assessment will be based off of the same pre-assessment **4-3-2-1** scale. Our school district uses this scale and I enjoy its’ simplicity, so am choosing to carry it over into this lesson. As this is the post-assessment, students have had instruction, so their ability to perform the task at hand should be higher than when given the pre-assessment. With this said, their performance and score will demonstrate one’s ability to achieve the set learning goals and measurable objectives.

**Falls Far Below:** Students at this level will receive a **1** on the assessment scale, as they have shown no growth in understanding the content material. Receiving a **1** means that these students have no recognition of what an adjective is and were unable to complete the post-assessment independently—requiring frequent instruction and guidance to get through the task at hand.

**Approaches:** Students at this level will receive a **2** on the assessment scale, as they have shown some growth in understanding the content material. Receiving a **2** means that these students have slight recognition of what an adjective is, can complete some of the post-assessment independently (with some errors), but still need extra support and guidance. However, there is potential that these students will meet the learning outcomes by the end of the year, with exposure.

**Meets:** Students at this level will receive a **3** on the assessment scale, as they have shown growth in understanding the content material. Receiving a **3** means that these students have recognition of what an adjective is and can complete most of the post-assessment independently. These students may have needed slight reminders with directions, but are able to take the post-assessment using the knowledge they have gained, with little to no extreme errors. These students show they understand the content and are well on their way to meeting the objective.

**Exceeds:** Students at this level will receive a **4** on the assessment scale, as they have shown appropriate growth in understanding the content material. Receiving a **4** means that these students fully recognize and understand the role of an adjective. They can differentiate adjectives from other parts of speech and can complete the post-assessment independently—with no hesitations. Students receiving a **4** indicate that they not only understand the content, but can perform activities with no errors and reminders—meeting all learning goals and objectives.

# STEP Standard 4 - Unit and Lesson Planning

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

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| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Title of Lesson or Activity** | What are Adjectives? | Sweet Adjectives | Awesome Adjectives | Using Our Senses | Poppin’ With Adjectives |
| **Standards and Objectives**  What do students need to know and be able to do for each day of the unit? | **Standard: CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives  **Objective(s):**  Students will understand what an adjective is. | **Standard: CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives  **Objective(s):**  At the conclusion of this activity, students will be able compile a list of adjectives that describe their sucker. | **Standard: CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives  **Objective(s):**  By the end of this lesson, students will write adjectives that describe their peers. | **Standard: CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives  **Objective(s):**   1. Students will understand that their senses can be used to form adjectives. 2. Students will be able to describe objects using imaginative adjectives. | **Standard: CCSS.ELA-Literacy.L.1.1.F:** Use frequently occurring adjectives  **Objective(s):**   1. At the conclusion of this activity, students will be able to create and use adjectives in their writing. 2. Students will recognize adjectives in real-life activities. |
| **Academic Language and Vocabulary**  What academic language will you emphasize and teach each day during this unit? | -Adjective  -Noun  -Describe | -Adjective  -Noun  -Describe | -Adjective  -Describe | -5 Senses:  -Smell  -Taste  -Vision  -Touch  -Hear  -Adjective  -Describe | -Adjective  -Recognize  -5 Senses:  -Smell  -Taste  -Vision  -Touch  -Hear |
| **Summary of Instruction and Activities for the Lesson**  How will the instruction and activities flow? Consider how the students will efficiently transition from one to the next. | This will be our introductory lesson to learning about adjectives, so it will begin by reading the book ***“If You Were an Adjective”*** by Michael Dahl. After the initial read, I will bring the term adjective to the student’s attention. Briefly, we will discuss what an adjective is and its’ role in our language. We will then transition into our first Daily 5 rotation. After the rotation, we will meet back on the rug to create an anchor chart for a visual reference throughout the week. We then will go into our 2nd Daily 5 rotation, but upon meeting for our final time, I will have prepared sentences for students to find the adjectives in. We will discuss how these adjectives “enhanced” the writing. | This will be our second lesson to learning about adjectives, so we are going to do an engaging, hands-on activity, aligning with the book ***“Many Luscious Lollipops”*** by Ruth Heller. After the initial read, we will discuss the definition of an adjective and find quick examples from the text. We will then transition into our first Daily 5 rotation. After the rotation, we will meet back on the rug where each student will be given a lollipop and a graphic organizer. Students will be instructed to go to a quiet place in the room and taste their lollipop. While tasting, they will have to write down adjectives to discuss their sucker. We then will go into our 2nd Daily 5 rotation, but upon meeting for our final time, we will have a class discussion, recording the different adjectives we used to describe our sucker. | This lesson will be another engaging, hands-on activity, for students to become more familiar with adjectives. As always, we will review our adjective anchor chart to get our brains flowing. However, at this time I will give all students 2 index cards—all students will have a card with an adjective on it, but also one card with another part of speech. Students will have to determine which word is the adjective and share it with the class—using it in a sentence. We will then transition into our first Daily 5 rotation. After the rotation, we will meet at our desks where all students will be given a white piece of construction paper. At this time, they will be instructed to draw a self-portrait using lots of details. After finishing our drawing, we will transition into our 2nd Daily 5 rotation. When we return to our desks, students will begin the next part of this activity. At this time, we will walk around the room, from self-portrait to self-portrait, and students will write one adjective that describes the classmate in front of them. | For this lesson, students will stay at their desk, as we review our adjective anchor chart, while reviewing what our five senses are. After the review, students will see an objective in the middle of their table group. At this time, as a group, students will come up with as many adjectives as they can **without touching** their object. Relying heavily on their sense of vision. After creating a list of 5 adjectives, we will then transition into our first Daily 5 rotation. After the rotation, we will meet back at our same table group where students will be instructed that they now can touch their object—relying on their other four senses to generate an even better list of adjectives for their object. We will transition into our 2nd Daily 5 rotation. When we return to our desks, each table group will select two adjectives from their list to write in a sentence that **best describes** their object. We will then share our object, sentences, and lists with our classmates.  -If time, we will add more adjectives to the list of the others. | For this lesson, students will stay at their desk. I will have four sentences on the Smart Board, where students will have to copy and circle the adjective in each. After correcting this as a group, we will begin **Poppin’ with Adjectives.** Students will find a place in the room, where they can see the air-popper popping popcorn. Using their five senses, students will be asked to find 5-to-9 adjectives that describe the popcorn being popped. After creating a list of 5 adjectives, we will then transition into our first Daily 5 rotation. After the rotation, we will meet back in our same spot, where students will be given a small bowl of popcorn to taste, so they can add more adjectives to their list to appropriately utilize all five of their senses. As this is our post-assessment, students will have to complete this task **independently.** We will transition into our 2nd Daily 5 rotation. When we return to our desks, each student will select one adjective from their list to write in a sentence that **makes sense**. After collecting their papers, we will create a class list of adjectives we used to describe the popcorn popped. |
| **Differentiation**  What are the adaptations or modifications to the instruction/activities as determined by the student factors or individual learning needs? | This is just an introduction, so for the most part, content will be delivered in a whole-group setting. Differentiation could exist when we are looking for adjectives in the sentences. For my advanced students, they could do it independently; while my ones in need of support would benefit doing it as whole-group or in small, teacher-led, groups. | Differentiation could exist while writing adjectives. For my advanced students, again they can keep this project as independent; with options to also practice using the words in sentences or think of as many adjectives as they can to describe the sucker. Again, with my ones in need of support, it would be beneficial to visit those struggling while working and provide guidance in their thinking. | For those students struggling differentiating between adjectives and verbs, the index card exercise may be beneficial to do with a partner, so students can discuss their thoughts behind their choices. However, when it comes to writing adjectives about our friends in our class, ones in need of support, may benefit from additional help and guidance in their thinking. | This is another whole-group lesson, so differentiation may stem from arranging how and where my students are seated on the rug. Typically, my goal will be to move those who struggle closer to me (so I can keep them on task, while interacting with them more), but also mix in some of my high-flyers, so those getting moved don’t feel like they are only getting moved for additional help. While students are in table groups, I will differentiate by ensuring all abilities are mixed nicely together, so one group does not struggle to the point of falling behind. | This is my post-assessment day, so students will be expected to complete the task independently—to the best of their abilities. While my struggling students may need that differentiation in guidance and reassurance, I will do my best to encourage them to just try their best. Guidance through the project may be needed, however this will affect their assessment. |
| **Required Materials, Handouts, Text, Slides, and Technology** | ***-***The book ***“If You Were an Adjective”*** by Michael Dahl  -Different sentence examples for our searching for adjectives activity  -anchor chart paper | -The book ***“Many Luscious Lollipops”*** by Ruth Heller  -15 lollipops  -15 copies of **Lollipop Adjectives** worksheet  -Adjective Anchor Chart | -15 index cards with adjectives  -15 index cards with nouns or verbs  -15 pieces of white construction paper  -crayons  -small slips of colored construction paper | -4 objects (e.g., soccer ball, football, toothbrush, pillow, etc.)  -4 pieces of big paper to write adjectives and sentences on | -air popper  -popcorn kernels  -bowls  -15 copies of Poppin’ with Adjectives post-assessment |
| **Instructional and Engagement Strategies**  What strategies are you going to use with your students to keep them engaged throughout the unit of study? | **-Effective Questioning:**  -This will be used through instructional cues and questions to activate one’s prior knowledge  -**Read Aloud:**  -This form of instruction, uses a text to not only model components of literacy, but allows students to be aware of what skill will be accomplished. | -**Graphic Organizers:**  -A visual display that keeps students on task, all while working independently towards set objectives & goals set.  -**Hands-On Learning:**  -This lesson today allows students to get involved with the material, but in a fun way. | -**Hands-On Learning:**  -This lesson today allows students to get involved with the material, but in a fun way.  **-Limited Lecture:**  -This allows me to keep students engaged, so I will cut back my lecture time to accommodate with their attention spans. This will lead to more student focus and independence. | **-Cooperative Learning:**  -Students will work in small groups, leading to team-building and group interaction.  **-Partner Talks:**  -Students will have the opportunity to work with table partners on a given activity, where they can all contribute opinions, feelings, ideas, etc. | -**Hands-On Learning:**  -This lesson today allows students to get involved with the material, but in a fun way. |
| **Formative Assessments**  How are you going to measurethe learning of your students throughout the lesson? | **3-2-1 Countdown:**  -This will be done frequently throughout the lesson to determine what students are catching on to what an adjective is (e.g., **3** = I get it, **2 =** it kind of is making sense, but still need instruction, **1 =** no idea what is going on).  **Think-Pair Share:**  -There are always opportunities for this to take place, especially when on the rug after the read aloud. | **Think-Pair Share:**  -There are always opportunities for this to take place, especially when on the rug after the read aloud.  **Student Work**:  -Today’s activity will allow me to determine which students are making sense of this objective and which are not. | **Student Work**:  -Today’s activity will allow me to determine which students are making sense of this objective and which are not.  **Thumbs Up/Thumbs Down:**  -This is a super quick way to determine how students are truly feeling about the lesson. | **Exit Ticket:**  -With this being a day of group work, exit tickets would be great to determine if more detail is needed on the topic at a group level or individual.  **Observation:**  -Continual walk-throughs the classroom, observing the students as they work together to describe their object. | **Observations:**  -As today is our summative assessment day, I will provide frequent observations of my students as they work towards our project today. |
| **Summative, Post- Assessment**  What post-assessment will measure the learning progress? Note: This can be thesame as the pre-assessment or a modified version of it. | My post-assessment will be a graphic organizer I created that aligns with our final activity. Students will use their five senses to create a list of 5-to-9 adjectives that best describe popcorn being popped. They will then have to write one sentence using one of their adjectives. | | | | |

# STEP Standard 5 - Implementation of Instructional Unit

Implement the unit you have designed including the pre-assessment, all lesson activities, correlating formative assessments, and summative post-assessment. Choose one of the activities to video record, review, and reflect on your teaching. Have your cooperating teacher/mentor review the recording and provide feedback, if possible.

**Video Recording Link: I am turning my video in through OneDrive. I will share this with you via OneDrive.**

**Summary of Unit Implementation:**

For this unit on adjectives, we began with an initial introduction to this part of speech. We are familiar with nouns and verbs, so adjectives were something fun to introduce. I began this unit by having the word **adjective** written on a large anchor chart for all to see. I briefly described the word and its meaning, so students had some prior knowledge of what learning was ahead. We then transitioned into reading a quick text, ***“If You Were an Adjective”*** by Michael Dahl that was full of adjectives. After the reading we broke down into partners and we had to create a list of adjectives that we remembered from the text. We then brought our lists and the books together to create a huge list of all the adjectives we heard. By doing this, students became aware that adjectives are description words that had “color” to our writing and make things more interesting to read. The next day we did **“Sweet Adjectives”** where we first read **“*Many Luscious Lollipops”*** students had to use adjectives to describe the lollipop they were eating. This was a fun lesson and the kids enjoyed it and I was quite impressed with the adjectives they were coming up with to describe their sucker. The next lesson was supposed to be describing our classmate’s self-portrait using adjectives. However, we ended up having to test last minute for our Spring MAP testing that instead of having students draw a self-portrait, I simply wrote their name on a piece of paper and we walked around the room writing a sentence about that person that was both kind and contained an adjective. I loved this lesson more than my original one because it was a great self confidence builder. The fourth lesson of this unit was all about using our senses to describe an object because our senses make for the best adjective generators. This lesson went very smoothly as my students were actively engaged the whole time. When they were finally able to touch their object and smell it and get a general feel for the object at their table, I loved how creative they were in creating adjectives. For example, one group took little strips of paper and gave five to each person. They would work through the senses one-by-one and then all students had to write down an adjective they felt describe the sense they were working on. This was great because it allowed for great team-work and cooperation skills, all while expanding our terminology. Our final lesson was a class favorite because they had to describe popcorn being popped using their senses. This was fun and engaging and really tested their ability to take the objective set for the unit and apply their content learned to a real-life task. Using their senses they were able to accurately describe the popcorn being popped. I was really impressed because they only had to write a minimum of five adjectives on their post-assessment sheet. All of my students except for one filled in every popcorn kernel with an adjective. Overall, most lessons went as planned (with the exception of the day for testing). I do think I would change a few things to make them run more smoothly, but for the most part my students responded well to the lesson and the activities planned.

Reflecting back, the types of engagement strategies I used the most was the encouragement of group work and communication. This really allowed my students to discuss the content being learned, but in a productive way. While using their neighbors, rug partners, and table teams’ students were able to engage in the content effectively—learning from one and other and taking perspectives of their peers. Another engagement strategy I used stemmed from the structure of my lessons throughout the unit. Every lesson was different and not a standard traditional lecture structure, as this can get boring to the students. We rotate through Daily 5 stations to keep students moving, as well as work as varying independent and group work activities.

**Summary of Student Learning:**

Initially, I was actually fascinated with how well the students picked up this specific manner of speech. They were able to tell me what a nouns and verbs were, with specific examples. Having this background knowledge helped them know and understand that adjectives were not only a new part of speech to be learned, but had a different role in our language. Through observation I was able to tell which students could easily pick apart nouns, verbs, and adjectives—all while using them correctly. I observed that students who understood the task at hand were extremely focused through the entire lesson. Those that were not making the knowledge connections were unengaged and were slow to complete any activities and/or work. When I was measuring their learning through both informal and formal assessments I noticed how the confidence grew the more the students became familiar with the material. The more we went through the unit, I realized that the initial perception I had gained stemmed from the reactions of my high-flyers within the classroom. By the end of the unit all students were active participants and I believe this links to the fact that they were understanding what they were learning. However, I have one student who made me question my plans for the unit. She comes from a unique background of being frequently absent from school (e.g., last semester she was gone from October 2017-January 2018 with no schooling during this absence). I noticed during our **Sweet Adjectives** lesson with the lollipop she was uninterested because in her response, “she didn’t want to do it.” So, because of this, she chose to sharpen her pencil without listening to directions. Knowing this child and her spunky personality, I knew that this was a battle I was not going to fight at this specific time. I let her sharpen her pencil, then when she sat back down I approached her to assist her through finding adjectives to describe her sucker. I believe that with initial prompting to get her started, there would be an improvement in her progress because she strives with individualized attention. This was shown to be true because I prompted her through the beginning and then backed off and she was completing the activity correctly and independently.

**Reflection of Video Recording:**

Personally, I find it awkward to watch myself teaching, but it is extremely helpful to see, hear and experience what actually happens during a lesson. I noticed things throughout the video pertaining to all of my students, that I did not see with them directly in front of me. If I were to improve in one area it would be to correct the varying levels of engagement. In the activity, my students were engaged and on task however, getting to the activity was when I noticed the disconnect. I should have explained the task in our first Daily 5 mini-lesson, then just dive into the lollipop activity. I need to be more aware of my student’s attention span as when their attention is gone, I will not get much learning accomplished.

# STEP Standard 6 - Analysis of Student Learning

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| **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. |

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| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 2 | 7 |
| **Meets** | 5 | 3 |
| **Approaches** | 2 | 1 |
| **Falls Far Below** | 4 | 2 |

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| **Post-Test Analysis: Whole Class** |
| Based on your analysis of the whole class 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.  Upon analysis of the whole class post-test data, it is evident that the student’s learning has expanded in some form. Comparing the pre-test and the post-test results, growth was displayed throughout the entire class. My interpretation of the student learning stems from the thought that these students were exposed to consistent lessons and activities that were focused around understanding adjectives. With this exposure, students have the opportunity to remember and reflect on what the lesson focus is, but the opportunity to learn the material in another engaging way. For example, my pre-test was differentiating between nouns and adjectives—a task that should be simple because we know what nouns are. However, without consistent knowledge of what an adjective is, many of my students circled the verb or the noun describing the picture. However, throughout the unit students were exposed to differentiating between different parts of speech, but also how to create adjectives using their senses, that by the time it was time for the post-test they distinctly were aware that nouns, verbs and adjectives all have a different purpose in their world of language. Knowing this, I think student learning expanded to these results shown above. |
| 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.  Like mentioned above, I believe the effectiveness of my instruction and assessment stemmed from having consistent exposure to the content material at hand. Our unit objective was to be able to formulate a list of adjectives using our five senses. We didn’t just jump right into creating lists and guessing what adjectives were, as this would have not been near as effective in the long run. We started by reviewing the parts of speech we have learned (e.g., nouns and verbs) and slowly introduced ourselves into understanding what an adjective is and their role in writing. Immediately, students understood that adjectives are different—allowing students to self-check throughout the unit. Each day students were introduced to a new activity, adding variety to their learning, further keeping them actively engaged. I believe that this is effective on the student learning process because it keeps students aware of the different circumstances we can use/identify adjectives (e.g., reading, writing, talking). Overall, by the time it was ready for the post-test, students were able to differentiate the different parts of speech and were aware their senses could help them create adjectives to describe—setting them up for success on their test. |
| **Post-Assessment Analysis: Subgroup Selection Pre-Test -** Administer, collect, and score the pre-test. Enter data in the Table for Whole Class Pre-Test Results by LGComplete. Replace information with your information. Delete or add columns as needed by highlighting area, right click, “Delete ” or “Insert.” |
| Using the information obtained in Standard 1, select one subgroup population to focus on for this analysis. Provide a brief rationale for your selection (1-3 sentences).  I am selecting the geographic location as my subgroup, as my school is located in the heart of an Indian Reservation. Due to their location, my students deal with a wide variety of factors that impact their everyday performance at school. For example, home-life and parental involvement are two huge factors that could contribute to one’s academic ability. |
| **Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)** |

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| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 2 | 7 |
| **Meets** | 5 | 3 |
| **Approaches** | 2 | 1 |
| **Falls Far Below** | 4 | 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.  My class is approximately 79% Native American, which is an accurate depiction when thinking of our geographic location. Because of this percentage, I deal with a wide variety of social, emotional, mental and academic issues every day at school. Of the 14 students in my class, three have stable home lives and consistent parental (or grandparent) involvement. With this said, when considering the student’s learning, my students who **fall far below** are two of my students who have absolutely no consistency in their everyday life. For example, one of my students left school at the end of September and returned in January, right after Christmas break. In this leave of absence, there was no schooling so her performance throughout this unit was to be expected. When interpreting the student learning for the rest, I was actually quite surprised with the results received. The learning came entirely from inside the classroom, as no homework went home and practice outside of school hours is very rare. | | |
| 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.  Like mentioned above, learning came entirely from the classroom for the majority of my students. No homework is ever sent home as the probability of it getting done is extremely low and the chance that we will see it the next day is even lower. Knowing this though and taking into consideration our geographic location, I knew I had to really hit it hard in the classroom. I planned many activities that were fun, but memorable so students could attach to the material and make it meaningful enough to carry it on with them throughout the rest of their academic experience. My group of students that did not master the objectives will continue to be exposed to differentiating the parts of speech and creating/writing adjectives in small group reading, as well as in their independent conference time. Of the two that remain behind, one has to pass onto 2nd grade because of her age, where the other is up for retention. With this said, she will be exposed again to adjectives in the next year, but for now we will revisit during our reading time just to get consistent exposure. However, because this is a skill that the majority of the class has met and understood, they will see adjective activities more in independent center games verse whole-group instruction. | | |

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| **Post-Assessment Data: Remainder of Class** |

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|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 2 | 7 |
| **Meets** | 5 | 3 |
| **Approaches** | 2 | 1 |
| **Falls Far Below** | 4 | 2 |

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| **Post-Assessment Analysis: Subgroup and Remainder of Class** |
| Analyze the data of the subgroup as compared to the remainder of the class. In one paragraph, describe the effectiveness of your instruction for this unit using the findings from your analysis.  Upon analyzing the results listed above, it is evident that my students showed growth in understanding adjectives and how to apply them to a real-life scenario. When taking the geographic location into consideration, it is quite surprising that my students showed the growth that they did. What made my instruction throughout the unit effective, was my ability to stimulate the student’s interest in the subject, as I believe this motivates all of them to learn. For example, one day we ate a lollipop and wrote adjectives about it (using our five senses). Students had so much fun doing this activity that when I collected their Lollipop Adjective recording sheet I was amazed at the adjectives I was receiving. Because my lesson was interesting, I believe that this assisted in the noticeable results of growth**.** |
| 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.  Moving forward, it is evident that the majority of my class understands adjectives and how to create and use them properly. With this said, my next steps would be to take it from writing just the adjectives, but to create a descriptive writing piece. Specifically, I would move students into a writing unit where they have to describe themselves using adjectives—an autobiography of some sort. This way they could describe all aspects of themselves (both internal and external) to really get a feel of how much more depth adjectives add to our writing.  Objective:   1. The students will be able to describe themselves using adjectives, but using the adjectives in five complete sentences, to describe their internal and external features. |

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# 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.

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| **Short-Term Goal** | **Plan to Reach the Goal** *(i.e., professional development, research on the Internet, observation of a veteran teacher, etc.)* |
| 1. **Become more proactive in my role as a teacher.** | Between graduate classes and living the life as a full-time educator, there is a lot on my plate. A lot of my time, lessons are being prepared right down to the wire. To reach this goal, I aspire to be fully prepared for each lesson, prior to teaching the lesson. To do this, I need to become better organized with my time, setting lists of items that need to be done before leaving school that night. To be more proactive, I also strive to create meaningful back-up plans that are readily prepared—just in case. |
| 1. **Learn to reflect!** | More often than not I just teach the lesson and move on. However, there have been times where I have taught a lesson and really struggled to get through it (including my kiddos as well). To reach this goal I need to learn to engage with my colleagues and take helpful hints from their experiences, while also respecting their points of views and perspectives. I also want to be more in tune with how I feel about a lesson, so I would like to record myself teaching a lesson and then do a self-evaluation, discussing what went well and/or could be improved. |
| 1. **Stay up-to-date with advancements in the world of education.** | The world of education is always changing and with change more knowledge has to be acquired and retained. I plan to stay up-to-date by attending workshops during school breaks and vacations—allowing myself to be aware of current events and popular educational advancements. |