



Student Teaching Evaluation of Performance (STEP) Template

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

Student Teaching Evaluation of Performance (STEP) is the process for preparing and implementing a unit of instruction.

By understanding the community, school environment, and the makeup of the classroom, you will be able to strategically meet the overall needs of your students.

By analyzing the student demographics, environmental factors, and student academic factors, you will be able to strategically meet the overall needs of your students. In the first two weeks of student teaching, you should focus on learning about the students you will be working with.

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

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part I](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Part II: Demographic, Environment, and Academic Factors

You will be completing this portion of the STEP document using the following link:

[STEP Standard 1, Part II](#)

After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

Please note, that in order to submit this assignment, you must:

1. Complete each section of the *STEP Standard 1*
 - **Note:** Closing your internet browser before the signing process is completed will result in a loss of your work. If you will be completing this document in multiple sittings, it is highly recommended to save and back up your work on another document. When you are ready to make your final submission, copy and paste your responses into this document. The data from this electronic document will not be saved until you complete the signing process.
2. Complete the signing process by entering your name, selecting “Click to Sign,” and entering your email address.
 - An initial email will be sent to you to confirm your email address.
 - A completed copy of the document will be emailed to you within minutes of confirming your email address.
3. After completing the e-doc portion, submit the PDF you receive into the Digital Classroom.

STEP Standard 2 - Writing Standards-Based Measurable Objectives and Learning Goals

Part of the planning process is to identify overall learning goals for a unit or lesson, as well as the lesson's specific learning objectives. Goals and objectives should be aligned not only to standards, but also to student pre-assessment data.

The unit you are planning should be one you are preparing to teach during Weeks 5-7. The standards and objectives need to align with your pre- and post-assessments and objectives.

Note: You will not teach this unit until you get feedback from both your instructor and your mentor teaching on this STEP.

Unit Topic:

The American Revolution

Unit Title:

Comparing the French Revolution and the Arab Spring to the American Revolution

National or State Academic Content Standards:

SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.

Learning Goal:

I can understand the goals of the people of the French Revolution and the Arab Spring and I can compare and contrast them to the goals of the American Revolution.

Measurable Objectives:

Students should be able to easily understand how the revolutions that we will be talking about compare to each other through the use of a Venn diagram. I will be looking for specific aspects that are the same and are different from each other when it comes to these revolutions. Some of these will include how much of a role the Enlightenment played on the revolutions, what specific reforms they were fighting for, when they occurred, and where they occurred.

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.

https://docs.google.com/document/d/1ossi3WFNiMMA9ve3_sAlOn_8z-LORLPjkm3HlJgLPyo/edit?usp=sharing

Pre-Assessment Data: Whole Class - Once you have assessed your students' knowledge on the topic, collect and analyze the pre-assessment data to determine if you will need to modify the standards, learning goal, or measurable objectives that will be addressed during instruction.

	Number of Students
Highly Proficient (90%-100%)	4
Proficient (80%-89%)	18
Partially Proficient (70%-79%)	23
Minimally Proficient (69% and below)	35
Pre-Assessment Analysis: Whole Class	

Post-Assessment – Copy and paste the post-assessment you plan to use to assess the students’ knowledge of the topic after implementing the unit lessons. The post-assessment can be the same as the pre-assessment, a modified version, or something comparable that measures the same concepts. Include the scoring criteria used to determine whether students are Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives.

The post test is the same, but is a document that I did not make on Google and thus can’t share easily. The content is the exact same, however, simply with some different wrong answers.

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: 11th

Unit/Subject: US History

	Day 1	Day 2	Day 3	Day 4	Day 5
National/State Learning Standards <i>List specific grade-level standards that are the focus of the lesson being presented.</i>	SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts.	SS.H.8.9-12. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups	SS.H.6.9-12. Analyze the concept and pursuit of the “American Dream.”	SS.H.7.9-12. Identify the role of individuals, groups, and institutions in people’s struggle for safety, freedom, equality, and justice.	SS.H.1.9-12. Evaluate how historical developments were shaped by time and place as well as broader historical contexts
Specific Learning Target(s)/Objectives <i>Based on state standards, identify what is intended to be measured in learning.</i>	I can learn the context behind the Louisiana Purchase and what led to the purchase of the land from France.	I can understand the struggles that African Americans underwent during the War of 1812.	I can explain what ways Jackson supported and went against the idea of the American Dream.	I can understand the humanitarian issues with the Trans-Atlantic Slave Trade and how the idea of Abolition began.	I can understand how the Northern economy grew quicker than the economy of the South in the antebellum era.

Academic Language <i>General academic vocabulary and content-specific vocabulary included in the unit.</i>	Louisiana Purchase Napoleonic Wars Constitutional Crisis	Impressment Abolition	Spoils System Political Cartoon	Cash Crop Tight vs Loose Packing	Industrial Revolution Canal Market Economy
Unit Resources, Materials, Equipment, and Technology <i>List all resources, materials, equipment, and technology to be used in the unit.</i>	Google Classroom is used in order to facilitate learning about the Louisiana Purchase. Coloring tools are also used so that students can complete their maps of the Purchase.	Chromebooks are used for similar purposes to the previous day but also so they can work on this activity: https://illinois.pbslearningmedia.org/resource/3aa56d53-7bbd-466b-a771-290c3510cc23/black-marines-walk-and-talk/?student=true (spaces added to fit the sheet)	Chromebooks are used to look at political cartoons to answer questions about them (Wednesdays are shortened periods at my school, so the lessons are typically shorter).	Chromebooks are used for interactive maps that track the growth and decline of the slave trade. They are also used for the purposes of google classroom.	Chromebooks are used for Google Classroom and also to access the online textbook in order to research the northern economy and the progression of canal and railroad development.
Depth of Knowledge Lesson Questions <i>What questions can be posed throughout the lesson to assess all levels of student understanding?</i> • Level 1: Recall • Level 2: Skill/Concepts • Level 3: Strategic Thinking • Level 4: Extended Thinking	The big one that students can be asked for this unit is “Why did France sell this to us?” Because we had previously (briefly) talked about the French Revolution and the relation it had to the American Revolution.	The big questions for this part include “Why did African Americans tend to fight for the British?” and similar questions.	The big two questions for each individual cartoon are “What event was this cartoon written about” and “why did the author draw that to represent that event?”	The major question that should be given to students include “What periods did the international slave trade boom?” and “Compared to the United States, how many slaves were shipped to other parts of the ‘New World?’”	The questions for this part include asking what the major canals and railroads of the day were and how the methods of transporting goods differed between the north and the south.
Anticipatory Set	Students who are more interested in World	Students who enjoy military history or the	Students will remember how their	Students learned briefly about slavery	Students interested in more mathematical

<i>How will students' prior knowledge be activated as well as gain student interest in the upcoming content?</i>	History or Black History will be able to connect to this through the scope of the French or Haitian Revolutions.	Revolution will also really enjoy this because it is all about a war that is very similar to the previous one that we had fought.	political cartoons that they drew for the American Revolution were done and how the symbolism mattered in their own creation when looking at these cartoons.	when talking about the American Revolution, and this knowledge will likewise help them in understanding the economy of the south and the impacts that slavery had on the nation.	subjects will enjoy the portions of this lesson that pertain to engineering and the like.
Presentation of Content					
Multiple Means of Representation <i>Describe how content will be presented in various ways to meet the needs of different learners.</i>	Within the lesson will be a reading exercise as well as a video so that students who learn in different ways can do so.	This video will involve looking at images as well as videos online in order to allow students with different learning preferences to learn in different ways. Students who don't like the videos can instead look at the scripts for the videos, which are also available on the website.	Students who are uninterested in the political cartoons will have the option to look up what secondary sources say about the cartoons.	Students will have a variety of ways to learn this information, from asking me questions to reading and interacting with the various digital tools that are at their disposal.	Some students who learn better by looking at maps will be able to do so for this lesson as many of the themes can be learnt by looking at maps of transportation during the time period that we are discussing.
Multiple Means of Representation Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> English Language Learners (ELL)	This class has no ELLs (that receive services anyway) so I will imagine that I had some in the class. ELLs will be given vocabulary to better understand complex words in the text. Students with special	ELLs will have more simplified videos and materials (which are available at the same website) so that they can still get the information while also not struggling. Students with special needs will be able to	ELLs and students with special needs will not be required to go as far in depth when describing the political cartoons. Students who finish early and gifted students will be able to work on more	ELL students and students with special needs will have fewer requirements for this assignment. Students who finish early we'll be able to find more advanced materials to work with.	ELL students and students with special needs will be able to work together with other students who may struggle with this material.

- Students with special needs - Students with gifted abilities Early finishers (those who finish early and may need additional sources/support)	needs will have extra time and will be able to work with myself, my co teacher, or another student. Students with gifted abilities can work with other students as well to try and teach them as best as possible. This is the same as students who finish early.	work on this similarly to ELL students. Students who finish early or are gifted can also work on harder assignments about the same topic (the War of 1812).	advanced cartoons that are available to them.		
Application of Content					
Multiple Means of Engagement How will students explore, practice, and apply the content?	Students will be able to explore practice and apply this content through the analysis of primary and secondary sources.	Students will be able to explore the website that they are given for this activity. This means that they will have ample opportunity to learn more about this topic.	By working on this lesson, students will be able to apply previous knowledge that they had gained in this class. We had previously worked on political cartoons of our own. They will easily be able to apply this knowledge to this lesson.	Students will be able to explore the information that is given to them through the use of digital tools. The materials that will be given to them will have many interactive components. This means that they will be able to explore at their own pace.	One way that students will be able to explore, practice, and apply this content is by exploring various maps that will be given to them.
Multiple Means of Engagement Differentiation Explain how materials will be differentiated for each of the following groups: English Language Learners (ELL)	Students who need extra help will be given easier materials to work with.	ELL students and students with special needs will be given extra time to work on this activity. Students who finish early or are gifted students will be allowed to more freely	ELL students and students with special needs will receive information from my Co teacher about political cartoons. This includes information on the political	Students who need extra help with this assignment will be able to work slower than other students in order to ensure that they learn the	Some students will be able to understand the maps much better than other students. ELL students and students with special needs will have lower requirements for knowledge pertaining

- Students with special needs - Students with gifted abilities Early finishers (those who finish early and may need additional sources/support)		explore topics related to the War of 1812.	cartoons that we previously did in class.	information that is required of them.	to specific canals and railroads.
Assessment of Content					
Multiple Means of Expression <i>Formative and summative assessments used to monitor student progress and modify instruction.</i>	Students will be assessed by their ability to demonstrate their knowledge of the Louisiana purchase and of Lewis and Clark.	Students will be assessed with questions based on the materials that they are working with.	Students will be assessed based on their understanding of the political cartoons and the events that led up to their creation.	Students will be assessed with questions based on the transatlantic slave trade.	Students will be assessed by being asked questions about canals and railroads that they should have learned during this lesson.
Multiple Means of Expression Differentiation <i>Explain how materials will be differentiated for each of the following groups:</i> - English Language Learners (ELL) - Students with special needs - Students with gifted abilities Early finishers (those who finish early and may need additional resources/support)	ELL students and students with special needs will not need to know as much information about the French and Haitian revolutions and their relation to the Louisiana purchase. Gifted students will certainly be required to know this information.	ELL students and students with special needs will have a different set of questions based on the different material that they received.	ELL students and students with special needs will have a lower bar of description of the political cartoons.	ELL students and students with special needs will not be as rigorously tested on their knowledge. However, gifted students will be expected to know much more.	ELL students and students with special needs will not be required to know as many proper nouns related to the canals and railroads. Gifted students and students who finish early may receive extra points for their ability to name specific canals and railroads.
Extension Activity and/or Homework					

<i>Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.</i>	Students who have not finished this lesson, specifically the coloring portion, will be required to finish it on their own time and bring it in the next day.	Similar to the previous day, students who do not finish watching all of the videos and looking at all of the images will be required to finish it on their own time.	I do not anticipate students needing time outside of class to finish this.	Students who do not understand this material will be expected to catch up through their own exploration of the material. This will help students understand the transatlantic slave trade, which supports the state standard of this lesson.	Similar to today's earlier in this week, students who do not finish the material in class will be required to finish it outside of class.
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STEP Standard 5 - Implementation of Instructional Unit

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

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

Video Recording Link:

I'm confused what I have to do here. Please clarify when you get a chance and I will redo this if that's okay with you.

Summary of Unit Implementation:

Ibid

Summary of Student Learning:

Ibid

Reflection of Video Recording:

Ibid

STEP Standard 6 - Analysis of Student Learning

After you have implemented each lesson in the unit, as well as completed the post-assessment, collaborate with your cooperating teacher/mentor to analyze the results of the post-assessment and determine student learning. Review your data and whether there is a student or group of students who have not mastered the objectives and discuss what you will do to further develop students' knowledge and skills.

Post-Test Data: Whole Class - Once you have assessed your students' learning on the topic, collect and analyze the post-test data to determine the effectiveness of your instruction and assessment.		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	2	38
Proficient (80%-89%)	14	25
Partially Proficient (70%-79%)	37	9
Minimally Proficient (69% and below)	27	8
Post-Test Analysis: Whole Class		
Students have clearly demonstrated that they are more proficient in the subject matter than they were previously.		
I think that overall, my teaching style has been very good. There are a few students in the class who really struggle with the topic. These are the students that I believe I should be focusing more on. I have talked with counselors for these students and many of them simply see the way that I act towards them, such as asking them to pay attention frequently or to put away their phone, as me personally disliking them. As a result of this, I have been making an effort to make sure that they know that I just want them to learn this subject. Since then, things have slightly improved with some students while others still struggle in my U.S. history class.		
Post-Assessment Analysis: Subgroup Selection		
The subgroup that I have decided to focus on are Arab Americans. This is because they make up a sizable minority of students in the school. The location that my school is located is often referred to as "Little Palestine" due to the population of the area. Also, many of these students are immigrants or the children of immigrants. These are groups that have traditionally underperformed in school.		

Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	0	17
Proficient (80%-89%)	3	9
Partially Proficient (70%-79%)	14	7
Minimally Proficient (69% and below)	19	3
Post-Assessment Analysis: Subgroup		
From my personal experience with these students - and the fact that I am not very good at math and data - I believe that there is very little difference between this group of students and other students in my classes.		
I think that once again this data shows that I am teaching mostly effectively. As I stated before, there are some students in these classes who do not think that I am friendly. Despite this, most of these students improved immensely. At first, there were zero students in this group who ranked as highly proficient. However, by the end nearly half of the students in this group fell into this category. In fact, they disproportionately over performed as a group.		
Post-Assessment Data: Remainder of Class		
	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)	2	21
Proficient (80%-89%)	11	16

Partially Proficient (70%-79%)	23	2
Minimally Proficient (69% and below)	8	5
Post-Assessment Analysis: Subgroup and Remainder of Class		
Like the aforementioned paragraphs, it seems that I am generally meeting the expectations of students and helping them improve their knowledge of U.S. history. Interestingly, the actual results of this pretest and posttest show opposite results to what one might expect. This is because Arab Americans have generally been in the United States for a less amount of time. One would expect immigrants and the children of immigrants to perform poorer than students whose families have been here for several generations. However, the opposite is true.		
The next steps for me in these classes involves discussing topics that appeal not only to students who are members of a minority group, such as Arab Americans, but instead appeal broadly to all students. The topic that we are next discussing in my classes involve the struggles of minority groups such as African Americans, women, and members of the LGBTQ+ community. Finding individuals and topics that relate to these minority groups as well as topics that students are interested in, such as sports, can help them all to improve their performance in U.S. history, even if they are uninterested in history in general.		

STEP Standard 7 – Reflecting on Instruction to Improve Student Progress

Improved Practice Based on the Unit of Study

Based on the experience of developing and delivering your instructional unit, list three short-term goals to improve specific areas of your teaching practice based on the unit of instruction and describe your plan to reach each short-term goal.

Short-Term Goal	Plan to Reach the Goal (<i>i.e., professional development, research on the Internet, observation of a veteran teacher, etc.</i>)
1. Improve my speaking ability in front of the class.	In order to better explain topics to students, I am going to take my time when speaking and make a conscious effort to avoid saying words such as “like” or “um.”
2. Create more personal relationships with students.	I struggle immensely in memorizing names. While I have a majority of student names memorized, there are a lot of names that I

	still do not have fully memorized. One way to build rapport with students is by beginning to remember the names that I don't know and to begin calling students by their name whenever possible.
3. Create activities that are more engaging for the students.	When I am planning lessons, it is important for me to diversify the types of activities that students will be participating in. This means that students should be able to relate the class to things that they are interested in, such as sports. I can also develop lessons that focus on group interaction or individuals moving about the room.

Long-Term Goals: Teachers who are dedicated to their profession and to improving the lives of students will continually look for ways to grow and learn. The best way to ensure that learning is prioritized is to create a long-term goal. Create one long term goal that is specific and measurable. Make sure to discuss the following:

Long-Term Goal: Increase student engagement, especially in students who underperform.	
Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students?	I think that a major problem that I have when I'm teaching is that I find it difficult to get students to engage with the material, with the exception of maybe a dozen students. I can improve on this by specifically targeting students who seldom talk in classroom activities.
End Date: By when do you expect to accomplish this goal?	I expect to accomplish this goal before I have completed my student teaching.
Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE	As mentioned above, I will begin to target students who do not participate as often. One great way, as mentioned above, is to begin to call students by their name so that they can be more engaged in the material.
Resources: What resources are available to assist you in accomplishing your goal?	The resources that I will use in order to accomplish this goal include skyward, the program that we use for attendance and grades. I will also use my cooperating

	teachers as a resource in order to facilitate better student engagement.
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