# 

# Student Teaching Evaluation of Performance (STEP) Template

# Table of Contents

[**Standard 1- Contextual Factors - Knowing Your School and Community**](#_STEP-_Standard_1-)

[**Standard 2 - Writing Standards-Based Objectives and the Learning Goal**](#_STEP_Standard_2-)

[**Standard 3** - **Assessment and Data Literacy**](#_STEP_Standard_3-)

[**Standard 4 - Unit and Lesson Planning**](#_STEP_Standard_4-)

[**Standard 5 - Implementation of Instructional Unit**](#_STEP_Standard_5-)

[**Standard 6 - Analysis of Student Learning**](#_STEP_Standard_6-)

[**Standard 7 - Reflecting on Instruction to Improve Student Progress**](#_STEP_Standard_7-)

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

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

**A. Geographic Location**

Shelbyville, Missouri. Northeastern, rural Missouri.

**B. District Demographics**

North Shelby is an accredited school district located north of Shelbyville, Missouri. North Shelby received the national Blue Ribbon Award in 2010. The district has 295 students, Pre-K through 12th grade. North Shelby’s teachers are highly qualified and extremely dedicated. The district is located in a small, rural farming community.

**C. School Demographics**

North Shelby High School is a 7-12 building with 122 students enrolled. North Shelby provides a rigorous course of study to prepare students for college. This semester 25 students are taking dual credit classes through Moberly Area Community College either online or via ITV. North Shelby also offers vocational classes and sends juniors and seniors who apply to Macon Area Career and Technical School, so students have the opportunity to learn auto mechanics, welding, computer programming, building trades, etc.

In 2017, North Shelby had 100% graduation rate and 97.8% attendance rate. North Shelby has strong community support as it is the hub of activity for the small towns around it.

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

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

1. **Student Demographic Factors**

North Shelby’s enrollment is 99.3% white students, and 35.9% qualify for free and reduced lunch.

1. **Environmental Factors**

Many families own farms, which are passed down from generation to generation. The majority of teachers either graduated from North Shelby or married someone who graduated from North Shelby. Therefore, strong family traditions, high expectations, and commitment are part of what make North Shelby successful.

1. **Student Academic Factors**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Student Subgroup** | **ELL** | **IEP** | **Section 504** | **Gifted** | **Other Services (Explain)** | **Behavior or Cognitive Needs Receiving No Services** |
| **Boys** | 0 | 6 | 1 | N/A | # | 0 |
| **Girls** | 0 | 3 | 2 | N/A | # | 0 |
| **Instructional Accommodations and Modifications**  (Describe any instructional accommodations and modifications regularly used to meet the needs of students in each subgroup.) | Text | \*Extra time  \*Fewer answer selections  \*Tests read aloud | \*modified grading scale  \*same as IEP students | Text | Text | Text |

Teachers use differentiated instruction and various researched teaching strategies to meet the needs of the students when planning, teaching, and assessing students’ academic progress. The special education teacher meets with parents, teachers, and students on a regular basis and handles all state and local paperwork required.

Click here to enter text.

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

**Unit Topic**: Ratios, Proportions, and Similarity

**Unit Title:** Ratios, Proportions, and Similarity

**National or State Academic Content Standards**

**7.RP.A**

Compute unit rates, including those that involve complex fractions, with like or different units.

**8.GM.A.3**

Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.

**8.GM.A.4**

Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image. a. Describe a possible sequence of transformations between two similar figures.

**Learning Goal**

The students will be able to describe dilations by scale factors, translations, rotations and reflections on two-dimensional figures using coordinates.

Correctly identify similar and non-similar figures.

**Measurable Objectives**

The student will :

* Correctly describe a dilation
* Correctly describe a translation
* Correctly describe a reflection
* Correctly describe a rotation
* Correctly identify similar figures

# STEP Standard 3 - Assessment and Data Literacy

|  |
| --- |
| **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. |
| 8th Grade Chapter 4  Pre-Test   1. Celeste hiked 1.8 miles in 0.75 hour.    1. What is her average rate of speed? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    2. Celeste estimates that she will finish her entire 6-mile trip in less than 2 hours. If she keeps hiking at the same average speed, is her estimation reasonable? Explain. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. You can buy one 10 pack of AAA batteries for $5.49 and get one battery for free, or buy two 4 packs for a total of $2.98. Which is the better buy? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Solve each proportion.**   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 5. Simon bought 5 cans of chili for $10.95. At this rate, how much would 12 cans of chili cost? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. Fran scans a document that is 8.5 in. wide by 11 in. long into her computer. If she scales the length down to 7 in., how wide should the similar document be? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 7. A triangle has sides measuring 8 inches, 8 inches, and 5 inches. A similar triangle has two sides measuring 12 inches each. What is the length of the third side of the similar triangle?\_\_\_\_\_\_\_\_\_\_\_\_\_   **Tell whether each transformation is dilation. Explain.**   1. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 2. **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** 3. A rectangle has vertices J(3,3), L(9,6), and M(3,6). Give the coordinates after dilating from the origin by a scale factor of . \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| **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** | 0 |
| **Meets** | 1 |
| **Approaches** | 2 |
| **Falls Far Below** | 16 |
| **Pre-Assessment Analysis: Whole Class** | |
| Because most students fall far below the target skill level, all lessons will be taught as previously planned. | |
| The students, overall, seem to have a solid understanding of proportions and how to solve them. Applying that skill set is the issue. I will not focus as much time on solving proportions but, instead, focus on how to apply that skill. The one student that meets the target range will be a peer tutor as needed throughout the unit. | |

|  |
| --- |
| **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. |
| Same as Pre-Assessment |

# 

# 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,*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **Title of Lesson or Activity** | Ratios, Rates, and Unit Rates and Solving Proportions | Ratios, Rates, and Unit Rates and Solving Proportions (continued) | Similar Figures | Dilations | Summative Assessesment |
| **Standards and Objectives**  What do students need to know and be able to do for each day of the unit? | **7.RP.A**  Compute unit rates, including those that involve complex fractions, with like or different units.  *The student will:*   * *Work with rates and ratios* * *Solve proportions* | **7.RP.A**  Compute unit rates, including those that involve complex fractions, with like or different units.  *The student will:*   * *Work with rates and ratios* * *Solve proportions* | **8.GM.A.4**  Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image. a. Describe a possible sequence of transformations between two similar figures.  *The student will:*  *Determine whether figures are similar and find missing dimensions in similar figures* | **8.GM.A.3**  Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  **8.GM.A.4**  Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image. a. Describe a possible sequence of transformations between two similar figures.  *The student will:*  *Identify and create dilations of plane figures* | **8.GM.A.3**  Describe the effect of dilations, translations, rotations and reflections on two-dimensional figures using coordinates.  **8.GM.A.4**  Understand that two-dimensional figures are similar if a series of transformations (rotations, reflections, translations and dilations) can be performed to map the pre-image to the image. a. Describe a possible sequence of transformations between two similar figures. |
| **Academic Language and Vocabulary**  What academic language will you emphasize and teach each day during this unit? | *Rate*  *Unit rate*  *Unit price*  *Cross products* | *Rate*  *Unit rate*  *Unit price*  *Cross products* | *Similar*  *Corresponding sides*  *Corresponding angles* | *Dilation*  *Center of dilation*  *Scale factor* | Click here to enter text. |
| **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. | 1. Display bellwork. 2. Go over bellwork. 3. Discuss learning objectives and agenda. 4. Teach lesson. 5. Stop at “Check it Out” for group work, walk around room and assess understanding. 6. Display assignment. 7. Display Exit Ticket. | Continue from where we left off on the previous class period. | 1. Display bellwork. 2. Distribute similar paper triangles 3. Go over bellwork. 4. Discuss learning objectives and agenda. 5. Teach lesson. 6. Stop at “Check it Out” for group work, walk around room and assess understanding. 7. Display assignment. 8. Display Exit Ticket. | 1. Display bellwork. 2. Distribute picture handout 3. Go over bellwork. 4. Discuss learning objectives and agenda. 5. Teach lesson. 6. Stop at “Check it Out” for group work, walk around room and assess understanding. 7. Display assignment. 8. Display Exit Ticket. | 1. Handout tests 2. Students have full class period to take test 3. Students turn tests in when they are done 4. Students read or do something else quietly while waiting for the rest of their classmates to finish. |
| **Differentiation**  What are the adaptations or modifications to the instruction/activities as determined by the student factors or individual learning needs? | 1. Help or give hints as needed. 2. Give clarification as needed. 3. Watch for students who are not paying attention. 4. Watch for confusion or misunderstandings. Give clarification as needed. 5. Help or give hints as needed. Give feedback regardless of “right” or “wrong” answers. 6. Watch for everyone to write assignment down. 7. Give clarification as needed.   If finished early, start assignment. | 1. Help or give hints as needed. 2. Give clarification as needed. 3. Watch for students who are not paying attention. 4. Watch for confusion or misunderstandings. Give clarification as needed. 5. Help or give hints as needed. Give feedback regardless of “right” or “wrong” answers. 6. Watch for everyone to write assignment down. 7. Give clarification as needed.   If finished early, start assignment. | 1. Help or give hints as needed. 2. Give clarification as needed. 3. Give clarification as needed. 4. Watch for students who are not paying attention. 5. Watch for confusion or misunderstandings. Give clarification as needed. 6. Help or give hints as needed. Give feedback regardless of “right” or “wrong” answers. 7. Watch for everyone to write assignment down. 8. Give clarification as needed.   If finished early, start assignment. | 1. Help or give hints as needed. 2. Give clarification as needed. 3. Give clarification as needed. 4. Watch for students who are not paying attention. 5. Watch for confusion or misunderstandings. Give clarification as needed. 6. Help or give hints as needed. Give feedback regardless of “right” or “wrong” answers. 7. Watch for everyone to write assignment down. 8. Give clarification as needed.   If finished early, start assignment. | 1. Test in an alternate setting 2. Test read to student 3. Shortened amount of questions on test 4. Clarification as needed |
| **Required Materials, Handouts, Text, Slides, and Technology** | *Frayer model vocabulary cards*  *Powerpoint*  *Smartboard*  *Computer*  *Exit ticket* | *Frayer model vocabulary cards*  *Powerpoint*  *Smartboard*  *Computer*  *Exit ticket* | *Computer*  *Smart board*  *Powerpoint*  *Paper triangles* | *Computer*  *Smart board*  *Powerpoint*  *Dilation intro handout* | test |
| **Instructional and Engagement Strategies**  What strategies are you going to use with your students to keep them engaged throughout the unit of study? | * Vary teaching methods throughout the lesson * Call on various students to answer questions | * Vary teaching methods throughout the lesson * Call on various students to answer questions | * Vary teaching methods throughout the lesson * Call on various students to answer questions | * Vary teaching methods throughout the lesson * Call on various students to answer questions | Click here to enter text. |
| **Formative Assessments**  How are you going to measurethe learning of your students throughout the lesson? | Walk around and assess group work.  Exit Tickets  Homework | Walk around and assess group work.  Exit Tickets  Homework | Walk around and assess group work.  Exit Tickets  Homework | Walk around and assess group work.  Exit Tickets  Homework | Click here to enter text. |
| **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. | Pencil and Paper Test which is the same as the Pre-Assessment | | | | |

# 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: https://youtu.be/pAl9at1g1VA**

**Summary of Unit Implementation:**

In this unit, students learned about ratios, proportions, and unit rates.

**Summary of Student Learning:**

This lesson is on unit rates. Real world examples are discussed, students are receptive and grasp the concept quickly.

**Reflection of Video Recording:**

I feel like the teaching and recording went well.

# STEP Standard 6 - Analysis of Student Learning

|  |
| --- |
| **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** |
| **Exceeds** | 0 | 16 |
| **Meets** | 1 | 0 |
| **Approaches** | 2 | 2 |
| **Falls Far Below** | 16 | 1 |

|  |
| --- |
| **Post-Test Analysis: Whole Class** |
| I feel like the students understood the concepts very well. They were even able to go beyond my expectations and use fractions in a more complex way than I was expecting. |
| I feel like my teaching was effective. This is evident through formative assessments such as group problems, questions asked in class, and exit tickets along with the summative assessment given at the end of the unit. |
| **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.” |
| All of the students in this class are from middle class, Caucasian, English speaking families. For the purpose of this evaluation, I will use the groups of gender and focus on the subgroup of boys. |
| **Post-Assessment Data: Subgroup (Gender, ELL population, Gifted, students on IEPs or 504s, etc.)** |

|  |  |  |
| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | # | 13 |
| **Meets** | 1 | 0 |
| **Approaches** | 4 | 1 |
| **Falls Far Below** | 10 | 0 |
| **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 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. | | |

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

|  |  |  |
| --- | --- | --- |
|  | **Number of Students**  **Pre-Test** | **Number of Students**  **Post-Test** |
| **Exceeds** | 0 | 4 |
| **Meets** | 0 | 0 |
| **Approaches** | 2 | 1 |
| **Falls Far Below** | 3 | 0 |

|  |
| --- |
| **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. |
| 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. |

# 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.e., professional development, research on the Internet, observation of a veteran teacher, etc.)* |
| 1. Have an “extension plan” for students who get done with the required tasks early or grasp the concepts quickly | Research on the Internet while planning lessons and plan for instances of quick learners and not only thinking of those that may have a hard time grasping the concepts.  Have a folder of ready-to-go activities that I can go to at any time that are basic reviews of any concept. |
| 1. Be clearer in my instructions to students | While planning script out more details and try to anticipate questions or things that may cause confusion. |
| 1. Incorporate more student-centered technology | Observe a teacher that uses technology successfully in their classroom.  Research on the Internet for sites that students can use during class.  Jump in and do it and do not let my “What ifs” hold me back. |