



## GRAND CANYON UNIVERSITY

### STUDENT TEACHING EVALUATION OF PERFORMANCE (STEP)

#### STANDARD 1, PART II

Understanding the learning needs of students is critical when designing instruction that is differentiated and geared to meet unique learning needs. As you get to know your students and their individual backgrounds, identifying their specific learning needs will help you strategically design their instruction and assessments.

By analyzing the student demographics, environmental factors, and student academic factors, you will be able to strategically meet the overall needs of your students. This contextual data will assist you in developing your instructional unit, which you are expected to teach by the end of week 8. Utilize the district or school website, your cooperating teacher/mentor, or school administrator for this information.

Complete the STEP Standard 1, Part II that includes:

- A. Student Demographic Factors
- B. Environmental Factors
- C. Student Achievement Factors

APA format is not required, but solid academic writing is expected. This assignment uses a rubric. Review the rubric prior to beginning the assignment to become familiar with the expectations for successful completion.

You are required to submit this assignment to LopesWrite. A link to the LopesWrite technical support articles is located in Class Resources if you need assistance.

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

1. Complete each section of the *STEP Standard 1, Part II* as directed in the course syllabus.
  - **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. Submit a completed copy to the appropriate submission space for grading.



## GRAND CANYON UNIVERSITY STUDENT TEACHING EVALUATION OF PERFORMANCE (STEP)

### TEACHER CANDIDATE INFORMATION:

<b>Teacher Candidate First Name:</b>	Kourtney	<b>Teacher Candidate Last Name:</b>	Haddix	<b>Student ID:</b>	20932771
<b>Email Address:</b>	kourtcoverdell8@gmail.co	<b>Phone:</b>	406-590-6700	<b>State:</b>	WY- Wyoming
<b>Program of Study:</b>	M.Ed. in Elementary Education				

## STANDARD 1, PART II: CONTEXTUAL FACTORS: KNOWING YOUR SCHOOL AND COMMUNITY

### A. STUDENT DEMOGRAPHIC FACTORS

<b>Grade Level(s) Taught:</b>		<b>Content Area(s) Taught:</b>		<b>Total Number of Classroom Students:</b>	20
<b>Total Number of Boys:</b>	8	<b>Total Number of Girls:</b>	12	<b>Age Range Represented:</b>	5-7

<b>Identify the number of students representing each of the following cultures/ ethnicities:</b>	<b>Culture / Ethnicity</b>	<b>Number of Students</b>	<b>Percentage of Total Classroom Students:</b>
	American Indian / Alaskan Native	0	0.00 %
	Asian	0	0.00 %
	Black/ African American	0	0.00 %
	Hispanic / Latino	3	15.00 %
	Native Hawaiian / Pacific Islander	0	0.00 %
	White	17	85.00 %
	Other	0	0.00 %
	<b>Total</b>	<b>20</b>	<b>100 %</b>

- Describe any socioeconomic factors affecting your students.

- Describe the possible effect these student demographic factors have on the planning, delivery, and assessment of your unit.

## B. ENVIRONMENTAL FACTORS

Attach a photo or diagram showing the physical room arrangement:



- Describe the environmental factors of your cooperating classroom. Include a description of:
  - The physical room arrangement
  - Available classroom resources
  - The level of parental involvement
  - The availability of and/or access to technology.

- Describe the possible effect these environmental factors could have on the planning, delivery, and assessment of your unit.

**C. STUDENT ACADEMIC FACTORS**

- Complete the table including the number of students whose primary language is other than English, have an IEP or a 504 plan, are gifted, receive educational services outside of the classroom (e.g., reading/math intervention, speech services, and special education services), and non-labeled students (e.g., non-IEP, non-ADA, Section 504) who are behaviorally or academically challenged.

Student Subgroup	ELL	IEP	Section 504	Gifted	Other Services (Explain)	Behavior or Cognitive Needs Receiving No Services
<b>Boys</b>	0	3	0	1	2	0
<b>Girls</b>	1	4	0	4	2	0
<b>Instructional Accommodations and Modifications</b> (Describe any instructional accommodations and modifications regularly used to meet the needs of students in each subgroup.)						

- Describe the possible effect these student academic factors could have on the planning, delivery, and assessment of your unit.

## AGREEMENT AND SIGNATURE

I, the above named, GCU student attest this submission is accurate, true, and in compliance with GCU policy guidelines, to the best of my ability to do so.  
**NOTE:** The data entered into this document may be audited for accuracy. Students who engage in fabricating, falsifying, forging, altering, or inventing information regarding clinical practice/ student teaching may be subject to sanctions for violating GCU academic integrity policies, which may include expulsion from GCU.

**Teacher Candidate  
E-Signature:**

*Kourtney Haddix*  
Kourtney Haddix (Sep 25, 2023 18:41 MDT)

**Date:**

Sep 25, 2023