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

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

**Unit Topic**:

 Sum and differences to 10.

**Unit Title:**

Fluency and understanding number combinations to the number 10.

**National or State Academic Content Standards:**

“MP2 Reason abstractly and quantitatively. 1.MP.2 Students recognize that a number represents a specific quantity. They connect the quantity to written symbols. Quantitative reasoning means being able to explain through manipulatives or drawings what a problem means while attending to the meanings of the quantities. Students make meaning of a problem situation and translate into a number sentence” (WDE, 2021).

“Represent and solve problems involving addition and subtraction. \*1.OA.A.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart,

and comparing, with unknowns in all positions, by using objects, drawings, or equations with a symbol for the unknown number to represent the

problem.

In addition to Proficient, the Advanced student is able to create and solve an addition or subtraction word problem within 20.

The Proficient student is able to use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting

together, taking apart, and comparing, with unknowns in all positions, by using objects, drawings, or equations with a symbol for the unknown number to

represent the problem.

The Basic student is able to use addition and subtraction within 10 to solve word problems involving situations of adding to, taking from, putting together,

taking apart, and comparing, with unknowns in all positions, by using objects, drawings, or equations with a symbol for the unknown number to represent

the problem.

The Below Basic student does not meet the Basic performance level.”

(WDE, 2021).

**Learning Goals:**

Students can understand what number combinations can be used to add up or have difference up to 10 or less.

**Measurable Objectives:**

Students will identify numbers that belong in a number sentence added up to 10.

 Students will be able to count by two up to 10 in an oral assessment.

**References**:

WDE. (2021). 2021 Wyoming Math Performance Standards With 2018 Content Standards And

Performance Level Descriptors (PLDS). Retrieved from https://edu.wyoming.gov/wp-

content/uploads/2022/08/2021-Math-WYCPS-PLDs-2.pdf

**STEP Standard 3-5 – Unit Plan and Assessments**

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# 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.

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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 is Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives. |
| I will be using an addition worksheet for a pre-assessment (see attached). We have 19 students in our classroom and the pre-assessment will be given to all of the students. Students will be given the worksheet and asked to complete as many of the questions as they can in a 5-minute period. Some of the students will be able to complete the entire worksheet, others may not. The worksheet will be scored based on how many correct answers they have out of the total number of problems. It will be the following:Highly Proficient 90-100% Proficient 80-89%Partially Proficient 70-79%Minimally Proficient 69% or lowerStudents will not be given the worksheet to review, the data obtained will be for the purpose of knowing where the students are at and what skills they may need to work on.  |

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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** |
| **Highly Proficient (90%-100%)** | 4 |
| **Proficient** **(80%-89%)** | 5 |
| **Partially Proficient** **(70%-79%)** | 7 |
| **Minimally Proficient** **(69% and below)** | 3 |
| **Pre-Assessment Analysis: Whole Class** |
| **Students that took the assessment scored as I figured they would. We have just one student that is advanced in his math skills. We have a couple others that are fluent but take a little bit of time. The majority of our class is partially proficient. They can complete their questions in more time, but when asked for fluency are usually not able to complete them all. We have a handful of students that struggle with understanding the concepts and are easily distracted or unable to complete the majority of the problems that are presented without assistance.**  |

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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 students are Highly Proficient, Proficient, Partially Proficient, Minimally Proficient when it comes to meeting the learning goal and measurable objectives. |
| The same worksheet that was presented for the pre-assessment will be used for the post-assessment. This will be given to each student and will be allotted 5 minutes to complete as many of the problems as they are able. The worksheet will be scored based on the percentage of problems the students completed correctly out of the total number of questions. It will be the following:Highly Proficient 90-100% Proficient 80-89%Partially Proficient 70-79%Minimally Proficient 69% or lowerI will mark where students are at the end of the time limit. Then, I will allow students to complete the problems that they may not have been able to in the time amount to see if allowed more time where they would be.  |

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# 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: First Grade**

**Unit/Subject: Mathematics/Addition and Subtraction**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Day 1** | **Day 2** | **Day 3** | **Day 4** | **Day 5** |
| **National/State Learning Standards** *List specific grade-level standards that are the focus of the lesson being presented.* | 1.OA.1 “Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem” (Education.com, 2023). | 1.OA.3“Apply properties of operations as strategies to add and subtract” (Education.com, 2023). | 1.OA.1 “Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem” (Education.com, 2023). | 1.OA.5“Relate counting to addition and subtraction (e.g., by counting on 2 to add 2)” (Education.com, 2023). | 1.OA.1. “Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem” (Education.com) |
| **Specific Learning Target(s)/Objectives** *Based on state standards, identify what is intended to be measured in learning.* | **Doubles and Doubles +1.**Students will recognize a double and be able to add one more onto the problem.  | **Common Addends**Students will be able to utilize doubles when solving their math problems by utilizing the common addends. | **Common Totals**Students will recognize the number patterns that can be created for the same total. | **Fluency to 10**Students will be able to identify the answer to a problem utilizing addition and subtraction to 10.  | **Take From Unknowns**Students will identify the missing number in a number sentence utilizing the equal sign and given numbers.  |
| **Academic Language** *General academic vocabulary and content-specific vocabulary included in the unit.*  | AdditionDoubleEqual SignAddition SignPlus | AddendDoubleTwinPlus | TotalEqual SignPlus Minus | AdditionDifference | SubtractionUnknown |
| **Unit Resources, Materials, Equipment, and Technology** *List all resources, materials, equipment, and technology to be used in the unit.*  | Teacher and student whiteboard/ markerComputerPaper/PencilDiceIpad | Teacher and student whiteboard/ markerComputerPaper/PencilConstruction paperWhite paper (hair)DiceVideo (see link below)  | Teacher and student whiteboard/ markerComputerPaper/PencilPlay Dough | Teacher and student whiteboard/ markerPaper/Pencil | Teacher and student whiteboard/ markerComputerPaper/PencilDiceIpadVideo (see link below) |
| **Depth of Knowledge Lesson Questions***What questions can be posed throughout the lesson to assess all levels of student understanding?** *Level 1: Recall*
* *Level 2: Skill/Concepts*
* *Level 3: Strategic Thinking*
* *Level 4: Extended Thinking*
 | 1. What do we know about doubles?
2. What sign is used in an addition sentence?
3. What does the equal sign mean?
4. How did you get that answer?
 | 1. What is an addend?
2. What are doubles?
3. What doubles can be used to create the number x?
4. How can we use doubles to solve other problems?
 | 1. What is important about the equal sign?
2. When adding, where will our biggest number be?
3. When subtracting, where will our biggest number be?
4. What two number sentences equal 8? (prompt with numbers if necessary)
 | 1. What doubles add up to 10?
2. Can you count to 10 by twos?
3. How can you use what you know about addition in a subtraction sentence?
4. What can you use from 1-10 when counting to 20?
 | 1. What is an unknown number?
2. Can you count to ten skipping the even numbers?
3. Can you use a double when trying to find an unknown number?
 |
| **Anticipatory Set** *How will students’ prior knowledge be activated as well as gain student interest in the upcoming content?****(5 minutes)*** | Students will go through doubles to 10 as a group setting. I will ask what double can be made to create a number and have students answer. Students will complete the pre-assessment. | Students will count by 2 to get to 10. Then up to 20. Forward. | Count by two to 10 then play the Speed Game. I will give a number and tell students to add or subtract 2 to it. Ex: The number is 5. Add 2. Or The number is 6. Subtract 2.  | Count to 10, count by 2’s. Count to 20, count by 2’s forward and backwards.  | “Snap Game”. I will say a couple numbers in a row “snapping” when I skip a number in the pattern and the students will say what the missing number is.Students will also complete the post-assessment. |
| **Presentation of Content** |
| **Multiple Means of Representation** *Describe how content will be presented in various ways to meet the needs of different learners.****(15 minutes)*** | First, students will review what the doubles are in a whole group setting. Students will raise their hand to give a double and their answer. I will have students use number bonds to create a visual for the the double with the correct answer. Next, I will write the number sentence on the board and ask a student to give me the +1 for the double. I will do this for all of the doubles up to ten (1+1, 2+2, 3+3, etc.) inviting students to come up and write the +1 answer.  | Students will watch. the video on doubles<https://www.youtube.com/>watch?v=OYWclXKzOJoI will ask the students to work through a story problem with me that can be solved using doubles and common addends. Then, students will be given a list of number sentence with the same addends. They will read them and then …on the board by me. Each time a student will be chosen to come up to the board to write their sentence and explain why it is similar to the previous sentence.  | Students will be given a tube of play dough and use their whiteboard to draw a number bond and a number sentence. As a group, students will be asked to roll their play-dough into a certain number of balls. Then, when I ask them to subtract they will smash that many of their playdough balls. When I ask them to add then they will roll that many more balls and add them to their lineup. After the playdough piece, students will complete a number sentence and number bond for each problem.  | As a group, I will choose a number from 1-10 and do a speed round where the students tell me how many more it takes to get to 10 out loud. I will ask the students to raise their hands for answers, and explain how they got their answer. Then, I will give them a number and ask them to subtract that number from 10. Students will write the number on their whiteboard and show me the answer. I will pick one person to explain how they got their answer.  | Students will watch the following Video: <https://www.youtube.com/>watch?v=Mvm0y1Qr\_JQStudents will work in a group setting and we will work on finding missing numbers. Step 1: Addition. I will roll a dice and ask the students to find the number that is missing that adds up to 10. They may work at their tables in a small group and utilize their white boards and come up with a number sentence. Step 2: Subtraction. I will roll the dice and write a number sentence that subtracts the missing number to equal the number that was rolled. Students will use their white boards to finish the subtraction sentence that contains a missing number.  |
| **Multiple Means of Representation Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*

*Early finishers (those who finish early and may need additional sources/support)* | ELL students will be given directions translated or in English with assistance. Students with special needs will have a para or assistance from the teacher as needed. They will be given appropriate directions in multiple forms. Students with gifted abilities and early finishers will participate as a group for this part of the lesson. There will not be the opportunity to finish early.  | Identify students using their fingers to count numbers. ELL students will be given instruction in the language that they are able to understand. Special needs students will be given appropriate tools so they can hear or visualize the instruction. Students with gifted abilities will participate with the other students for this part of the instruction. There will not be chance to finish early, as we will work in a group setting. | Students that are identified as ELL or have language deficits may be given direction translated or by an adult/peer that can communicate.Special needs students are provided the necessary tools for their possible limitation including physical or learning. The teacher may assist as needed. Students that finish early or have gifted abilities will participate with the group for this activity. | Students with ELL limitations are going to participate with the group and will be given direction clearly as they can understand. Translation is available.Students with special needs will be given the tools they may need for hearing, physical movement, or learning limitations. A para may be available, or the teacher will offer help as able. There will not be opportunity for early finishers and gifted students will participate in this activity. | Students with ELL will be given directions with translation or clearly stated so they can understand. Students that have special needs may be granted the resources necessary for them to participate in this activity as a group. They can be placed in an adequate location to succeed. Gifted students will participate and may guide other students if they are able and willing. There will not be opportunity to finish early, so all the students will work during this group.  |
| **Application of Content** |
| **Multiple Means of Engagement** *How will students explore, practice, and apply the content?****(15 minutes)*** | Students will get out a white board and will be asked to collaborate with another student for a game. They will roll a dice, write down the number and its double with the answer and then write the number sentence for the +1.  | Students will create a “monster”. They will be given a piece of paper to cut out a large circle that is their monster’s head. On their monster they will draw “hair” which is pieces of paper that have common addend problems on them. Students have to glue the hair to the monster and complete the problems.  | Solve the room. Students will be paired up. Each pair will get a recording sheet. Around the room will be problems hanging up for them to walk around the room and solve their answers.  | Musical Numbers- Students will stand in a circle with the numbers 1-10 on the floor (enough for all students). When the music is playing the students will walk to the next number. When the music stops, I will say a number sentence out loud, and the students will solve it. When a student solves it, they will all see if they are standing on the number that is the correct number (small prizes may be given). | Find the Unknown. Whole group activity where the students are split into two teams. Each team is given a set of problems to complete (same for each team). The students must complete the problems as quickly as possible to earn a point. The first team to 12 wins. Each student must answer at least one problem, so other students need to be aware of who has/has not answered (teacher can check a list) and how they can help them. They are not allowed to just give the answer. Answers may not be blurted out loud or teams can lose a point. |
| **Multiple Means of Engagement Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*

*Early finishers (those who finish early and may need additional sources/support)* | ELL students will be provided directions they can understand. If necessary, with translation. Students with special needs may be paired to each other so assistance can be granted as needed. Once a group has finished their game, they can grab another math game to play independently or as a group.  | Students will be provided translation and language resources to aid them in understanding directions. Students with special needs will be provided assistance and may use a para if one is available. If students finish early, they may grab a math game and play independently. | Students will be paired with like skilled students. Students with ELL will be provided with directions and translation as needed.Students that have special needs will be provided with the necessary tools such as hearing, physical or directions they are able to hear / see. Once a pair has solved all of the answers correctly they may complete their exit ticket. | Students with ELL needs will be provided translation and direction they can understand. Students with special needs will be asked to participate and may be guided through the problems as needed. If there is a physical limitation then the teacher may allow the student a place in the game they can participate in. There will not be opportunity for early finishers in this game.  | Students will be given directions in spoken and written form. ELL students will be granted translation. Students with special needs will be give the proper resource or aid depending on their needs in the classroom. Once this activity has been completed the students will move on to a their exit ticket.  |
| **Assessment of Content** |
| **Multiple Means of Expression** *Formative and summative assessments used to monitor student progress and modify instruction.****(5 minutes)***  | Students will complete the “exit ticket with a partner that is at a similar skill level (please see attached document below). | Students will write their problems on their monster and solve the problems. Once they have them solved, they will check them with me. I will walk around helping students finish their problems.  | Students will complete an “exit ticket” where they will answer problems that are all added to 2 (please see the attached document below). | Students will be asked by me how they got their answer during the musical numbers game above.  | Students will be paired with a students of similar skills to complete the “exit ticket” (please see attached document below) |
| **Multiple Means of Expression Differentiation***Explain how materials will be differentiated for each of the following groups:** *English Language Learners (ELL)*
* *Students with special needs*
* *Students with gifted abilities*

*Early finishers (those who finish early and may need additional resources/support)* | Students with ELL needs will receive their exit ticket with translation. We do not have a gifted program, however once a week our higher level students are invited to learn chess with the school club. Mondays are the days students are pulled for this. Students who need additional help are taken in a small group at the end of the lesson to run through a couple problems.  | ELL students will complete their monster with assistance as needed. Directions will be provided with translation.Special needs students may be granted assistance and the necessary tools regarding their limitations. Students that finish early will be able to grab a math game and play independently. Students who need additional time may finish their monster when we have down time in the classroom. | Students that are labeled ELL or have a language deficiency will be given assistance during their exit ticket. Special needs students will have clear direction and resources for their limitation. If there are multiple students, they may be taken in a group. Students that finish early may grab a math game and play with a partner. Students who need additional help may be taken into a small group setting. | Language deficient students are given assistance with talking and translation as necessary. Special needs students will be asked to explain to the best of their ability. There will not be opportunity for finishing early in this activity.  | Students with special needs and language needs may be paired into a small group to allow for assistance and translation needs.Students that finish early may grab their iPad and play Imagine Math.Students who need additional help are given a math game to play individually at their level.  |
| **Extension Activity and/or Homework** |
| *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.****(5-10 minutes for math game)*** | After students finish their assessment, they may progress to a math game. The students have been taught dice, play dough and spinner games for addition/subtraction to 10. They may pick their game and play individually or with a partner. | After students finish their assessment, they may progress to a math game. The students have been taught dice, play dough and spinner games for addition/subtraction to 10. They may pick their game and play individually or with a partner. | After students finish their assessment, they may progress to a math game. The students have been taught dice, play dough and spinner games for addition/subtraction to 10. They may pick their game and play individually or with a partner. | After students finish their assessment, they may progress to a math game. The students have been taught dice, play dough and spinner games for addition/subtraction to 10. They may pick their game and play individually or with a partner. | After students finish their assessment, they may progress to a math game on their IPad. The students have access to Imagine Learning Math.  |

# STEP Standard 5 - Implementation of Instructional Unit

**Video Recording Link:**

**Link to Youtube video-** **https://youtu.be/G8wJQ2o1yE4**

**Summary of Unit Implementation:**

**This unit was implemented into the first-grade classroom in mostly whole group scenarios. We did have to break off into small groups from time to time to ensure that all of the student needs were being met. We have some students that are considerably lower and not able to understand the information well, and we have a few students are at a higher level ready to progress.**

**After some discussion with my mentor teacher, I would look at how I could reach the different levels a little more in this unit. We talked about going through the lesson and having the higher leveled students show us they know the information and then progress to a math game or notebook with some challenging activities like sudoku. One thing we want to ensure was that the students did not feel like they were being punished for finishing early or advancing in their skills. Also, on the flip side we do not want the lower leveled students to feel like all they do is work because they do not finish their work in time for a math game.**

**Summary of Student Learning:**

**It is rewarding to see students make connections in the classroom with the information we are presenting them. With some manipulatives our lower-level students are catching on. We have been including more activities that get the students moving so that they do not get bored or distracted with just sitting and watching. It seems to be working as I compare the engagement and interactions from the first couple weeks to now and during the implementation of this unit. Assessment wise, we have seen improvement in the students learning and information recollection. The pre and post- assessments that are implemented will allow us objective measurements as to how our students are progressing as we move on to the next unit.**

**Reflection of Video Recording:**

**As I take over the classroom, the students have become more willing to work with me and engage in the activities and learning that we are presenting. I spoke with my mentor teacher about my teaching, including the lesson within the video and she had great feedback. First, ensure that students are following the activities and hold them to a high level of expectations. Also, keeping the students moving, even if it is using their hands to keep them engaged. Overall, I have gained a lot of experience getting to know the students and their learning abilities in my implementations of the lessons.**

**MATH FACTS PRE & POST-ASSESSMENT**

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

**ADDITION (+)**

1. **7+3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **6+4 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **5+2 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **3+3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **6+3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **7+5 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **9+1 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. ***6+9 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
9. ***5+6 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
10. ***3+8 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**SUBTRACTION (-)**

1. **4-2 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
2. **5-4 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
3. **6-1 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
4. **10-5 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
5. **9-4 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
6. **8-3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
7. **2-1 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_**
8. ***15-3 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
9. ***11-4 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***
10. ***10-6 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**Exit Ticket for Day 2**

**Exit ticket for Day 3**

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

**1+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**2+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**3+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**4+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**5+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**6+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**7+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**8+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**\*9+2 = \_\_\_\_\_\_\_\_\_\_\_\_**

**Exit ticket for Day 5**

**References:**

Education.com. (2023). First Grade Math Common Core State Standards. Retrieved from

https://www.education.com/common-core/first-grade/math/

Video Link https://www.youtube.com/watch?v=OYWclXKzOJo

Video Link https://www.youtube.com/watch?v=Mvm0y1Qr\_JQ

**STEP Standard 6 Assessments**

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ELM- 590- Student Teaching for Elementary Teacher Candidates

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# 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** |
| **Highly Proficient (90%-100%)** | 4 | 5 |
| **Proficient** **(80%-89%)** | 5 | 5 |
| **Partially Proficient** **(70%-79%)** | 7 | 6 |
| **Minimally Proficient** **(69% and below)** | 3 | 3 |

|  |
| --- |
| **Post-Test Analysis: Whole Class**  |
| *Based on your analysis of the whole class post-test data, what is your interpretation of the students learning? Cite examples and provide evidence of student learning that helped you come to this conclusion.****In the first grade, I have done a lot of communication with my mentor teacher on the whole class lessons. The students in the class have a wide range of skills, which can create the opportunity for students to be left behind or not get enough progression. Because our goal is to ensure that all of the students are reached, we have improvised some of our lessons into smaller groups so that students can work closer with the teacher and progress as necessary. We have also created some games that students can play after they have completed the lesson, and these games are based on a variety of skill levels. Lastly, our students are wiggly! So, we have implemented some ways that students can move and interact with the lesson. For example, I have them get out their whiteboard to write on often and use some videos that the students can engage with either at their seats or on our carpet area, so we move around every so often.*** |
| *Based on the whole class post-test data, write one paragraph analyzing the effectiveness of your instruction and assessment and effect on student learning. Cite examples and provide evidence of student learning to support this analysis.****Based on the assessments, I think the students are clearly learning. They have improved in their skills and abilities to not only complete their work but do it more independently. Through some collaboration with my mentor teacher, we have been able to monitor the students’ progress with assessments and “math dash” timed problem sets so we can see how students are improving in their skills. The changes we have made with some small group implementation and movement opportunity have seemed to increase the engagement I am seeing with the students. They love to complete the problems on their whiteboard and then share their answers. Some of our lower level students are able to solve problems with less dependency on manipulatives. When we do whole group, I see these students answering more problems and raising their hands to answer. The more advanced students have been proving their abilities to complete problems and then given the chance to play chess or another math related game, like sudoku and they all appear to enjoy it.***  |
| **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(Student Academic Factors section), select one subgroup population to focus on for this analysis. Provide a brief rationale for your selection (1-3 sentences).* ***Based on the above information, I identified the Subgroup as the students in the classroom that have or are on IEP. These students are pulled out of our class from time to time by a SPED teacher. One student receives OT, and a couple others are taken by the Speech Instructor. This group includes learning restricted students due to speech, language, and attention limitations. Some of them need additional assistance with their learning and understanding.*** One of the male students identified in STEP 1 has moved to another state, so there are 2 male students and 4 female students in the classroom that are on an IEP. |
| **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%)** | - | - |
| **Proficient** **(80%-89%)** | 1 | 1 |
| **Partially Proficient** **(70%-79%)** | 2 | 3 |
| **Minimally Proficient** **(69% and below)** | 3 | 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.* ***The students identified in the subgroup are students on an IEP. Majority of these students are our lower skill level students. I was able to understand where some of their difficulties in understanding and interaction came from. These students were encouraged to use their fingers or other manipulatives as often as necessary and to focus on numbers between 1-10. Some of them were having difficulties understanding what fingers they had already used and what ones were the “added” or “subtracted”. We also did a lot of work on doubles to 10 with an activity where the students all came up with their own and shared with a peer, which allowed the students to interact and share their information to build confidence. Lastly, in one of our small groups we did some interaction with their whiteboards where they completed some problems with repetition. These students were improving significantly in their addition, and then became confused when subtraction was implemented. This is due to some misunderstanding of vocab (ie minus vs. take away and addition vs. plus) which we went over. When given extra time and assistance, these students can grasp most of the information presented to them.*** |
| *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.* ***We will continue to work with these students identified in the above paragraph. Extra time and assistance will be provided when we are able. In whole group lessons, students will be seated next to other students who may have the same need, so that we can focus on their needs in one area versus having them spread across the room. This also allows us to complete a similar problem for all of the students to visualize when we are at their table. Small groups will be used as often as possible. When just one teacher is available, we will implement a rotation where students complete some activities independently and then rotate to work with a teacher. I will also implement vocab and stress the important words that students are going to utilize, so that they can comprehend the information correctly language-wise as early as possible. This will include relating it to the information that they already know. Lastly, I am going to be looking for some activities that students can use to interact and learn at the same time, like Imagine Math or integrating an art project into the math classroom. For example, the day before Halloween we created monsters, and the hair pieces had some math problems on them to complete. The students enjoyed the project and were able to complete their problems without being only overwhelmed by a direct math learning lesson.***  |

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

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| --- | --- | --- |
|  | **Number of Students** **Pre-Test** | **Number of Students****Post-Test** |
| **Highly Proficient (90%-100%)** | 4 | 5 |
| **Proficient** **(80%-89%)** | 4 | 4 |
| **Partially Proficient** **(70%-79%)** | 5 | 3 |
| **Minimally Proficient** **(69% and below)** | - | 1 |

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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 finding from your analysis.* ***The subgroup’s data is lower in comparison to skill and understanding of the materials taught within this lesson. The subgroup that we chose were the students on an IEP. The effectiveness of our instruction was shown through the students’ progression in their learning skills. They were given multiple methods for manipulation or learning. While their assessment scores did not significantly change, the majority of the students were able to complete the assessment and answer problems when they were given the time. We have a handful of students that are higher leveled and able to complete the work easily and quickly.***  |
| *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.* ***An objective that we are building on in our unit for the first grade is to be able to add and subtract within 20. The students will be able to successfully write a problem in addition or subtraction when given the information through a story problem. Right now, we are solidifying accuracy and ability to 10, because that will make the progression easier.*** ***My mentor teacher, the other first grade teacher, and myself have talked about finding time for some intervention groups. We will be doing a morning session where students can come in and work in a small group setting on their math. We have selected some of the students we know can benefit from the extra time. Games will be utilized so that the students are able to learn and stay engaged. Also, during class time we will be doing some formative assessments and encouraging the students to participate in our whole group lessons by providing activities that they can learn with hands on.*** ***Specifically, to the unit taught, I think that I could have utilized some more hands on activities for the students. They engage and watch the videos that I show but would gain some more experience when working with the videos on a piece of paper or whiteboard. I would also like to find some activities that the students can do with their parents. I have heard a lot about not sending kids home with homework, but I have found some interactive games that could be played with siblings or parents to those families that were interested. There are some kids that have highly engaged parents and some that do not, so I would have to take that into consideration. Lastly, my mentor has mentioned thinking ahead during activities to what the students may do and addressing this beforehand. I have had some experiences where I was teaching and then had to back track and tell students to not do something or to complete something differently. That is more of a daily planning and thinking ahead piece that I need to work on.*** |

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**STEP Standard 7 Reflection and Goals**

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ELM- 590- Student Teaching for Elementary Teacher Candidates

Dr. Wilson

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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. Get better at predicting what students will do during/after activities.
 | Observation and communication with a veteran teacher. Record lessons and watch to see what can be changed.  |
| 1. Find better ways to integrate technology into classroom learning.
 | Research technology apps and learning programs to integrate directly into lessons. Ask veteran teachers what they use and what has/has not worked in their classroom. |
| 1. Gain more experience in different grade level classrooms.
 | Substitute-teach and observe veteran teachers in multiple grade levels. Visit different schools with student diversity. |

**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:

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| **Long-Term Goal:**  |
| **Rationale**: Why did you choose this goal? How do you expect it to improve the outcomes of your future students? | Successfully implement an engaging classroom utilizing proper classroom management. This is measurable when classroom design and organization is implemented, and students are successfully learning in an environment that is successful for them. Because every classroom may be different, utilizing this goal will allow me to boost engagement with students and ensure I am motivating them in the classroom. |
| **End Date:** By when do you expect to accomplish this goal? | This goal may continuously be growing with each classroom, however, I would like to have good understanding and ideas by the time next school year rolls around to make sure I can create a successful classroom environment. |
| **Action Timeline**: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE | * 12/2023 Complete my student teaching hours.
* 05/2024 Visit multiple classrooms to visualize organization and implementations.
* 05/2024 Do online research as well as discuss classroom management strategies with veteran teachers.
* 08/2024 Design a classroom layout with strategies in relation to students I will be working with.
* Future date- assess engagement, motivation and success of student attitudes and learning abilities in the classroom. Change strategies and methods as need be.
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| **Resources**: What resources are available to assist you in accomplishing your goal? | * Veteran teachers
* Other classroom layouts
* Online resources/Research
* Time Management
* Implementing checklists
* Assess and find improvements
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