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: Math

Unit Title: Single Digit Addition and Subtraction

National or State Academic Content Standards: : 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).

Learning Goal: The student will solve single digit addition and subtraction problems, given 10 of each.

Measurable Objectives: The student will solve single digit addition and subtraction problems, given 2 of each accurately in 9 out of 10 trials over two weeks with 90% accuracy.

The student will solve single digit addition and subtraction problems, given 4 of each accurately in 9 out of 10 trials over two weeks with 90% accuracy.

The student will solve single digit addition and subtraction problems, given 7 of each accurately in 9 out of 10 trials over two weeks with 90% accuracy.

Reference:

New York State Education Department. (2023). *New York State Next Generation Mathematics Learning Standards*. https://www.nysed.gov/

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.

Math Assessment		
Addition and Subtraction up to 20		
	Independent	Prompted
Counting by 2's up to 20	+	
Counting by 5's up to 25		+
Match to Set	+	
Counting Backwards		+
More or Less (Difference of 8)		+

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%)	

Proficient **(80%-89%)**	1
Partially Proficient **(70%-79%)**	
Minimally Proficient **(69% and below)**	

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.

Assessment	Independent	Prompted
2+3=	+	
4+2=	+	
0+10=	+	
5+2=		+
7+1=	+	
3-1=	+	
5-2=		+
4-0=	+	
10-1=	+	
6-3=		+
2-1=	+	
Diane went to the pet store. She saw 3 dogs and 4 cats. How many animals did she see in all?		+
Nicole played in the park. She had 5 balloons. She let 2 balloons go. How many balloons are left?		+

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:

Unit/Subject:

	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.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).	1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (*New York State Next Generation Mathematics Learning Standards*, 2023).
Specific Learning Target(s)/Objectives *Based on state standards, identify what is intended to be measured in learning.*	Students will be able to solve addition problems up to 10 using manipulatives.	Students will be able to solve addition problems up to 20 using manipulatives.	Students will be able to solve subtraction problems up to 10 using manipulatives.	Students will be able to solve subtraction problems up to 20 using manipulatives.	Students will be able to apply addition and subtraction strategies to solve word problems.

Academic Language *General academic vocabulary and content-specific vocabulary included in the unit.*	Numbers 1 – 10 Addition Sum Equals All Together Counting Bears Plus Add How Many? Count	Numbers 1 – 20 Addition Sum Equals All Together Counting Bears Plus Add How Many? Count	Numbers 1 – 10 Subtraction Subtract Take Away Minus Equals How many are left? Count Counting Bears	Numbers 1 – 20 Subtraction Subtract Take Away Minus Equals How many are left? Count Counting Bears	Numbers 1 – 20 Addition Add Subtraction Subtract Take Away Minus Plus Sum Equals How many are left? Count Counting Bears How many altogether?
Unit Resources, Materials, Equipment, and Technology *List all resources, materials, equipment, and technology to be used in the unit.*	PECS Book Manipulatives iPad Addition Math Board Dry Erase Marker Boom Card Addition Activity Adapted Book – Apple Addition	PECS Book Manipulatives iPad Addition Math Board Dry Erase Marker Boom Card Addition Activity It's a Snap – Math Center Addition Game	PECS Book Manipulatives iPad Subtraction Math Board Dry Erase Marker Boom Card Subtraction Activity	PECS Book Manipulatives iPad Subtraction Math Board Dry Erase Marker Boom Card Subtraction Activity Subtraction Bingo Game	PECS Book Manipulatives iPad Addition Math Board Subtraction Math Board Dry Erase Marker
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*	Can you skip count by 2's? What do we add when we count by 2's? Can you find the sum?	Can you skip count by 2's? Can you skip count by 5's? What do we add when we count by 2's?	Can you count backwards or count down? What number do we subtract when we count backwards? What number comes next?	Can you count backwards? Does counting backwards help us with subtraction? Do you see a pattern?	Do you remember our skip counting? Can you skip count by 5's? What do we add when we count by 5's? Can you count down from 7?
Anticipatory Set *How will students' prior knowledge be activated as well as gain student interest in the upcoming content?*	I will review skip counting by 2's. I will review skip counting by 5's. I will review and model skip counting. I will use the iPad to engage the student in a YouTube video on addition facts up to 10 – Mr. R's Songs for Teaching – Adding to 10.	I will review skip counting by 2's. I will review skip counting by 5's. I will review and model skip counting. I will use the iPad to engage the student in a YouTube video on addition facts up to 20 – Sums to 20 – Count On.	I will ask the student to count down or backwards. I will engage the student in an activity to demonstrate which set has more objects or less objects. I will engage the student in a YouTube video on subtraction facts up to 10 - Subtract Within 10 Fact Fluency.	I will ask the student to count down or backwards. I will engage the student in an activity to demonstrate which set has more objects or less objects. I will engage the student in a YouTube video on subtraction facts up to 20 - Subtract Within 20 Fact Fluency.	I will review skip counting by 2's and 5's. I will review and model any challenging equations. I will review backwards counting. I will review and model the more or less activity. I will engage the student in a YouTube video on addition and subtraction – Addition and Subtraction by Jack Hartmann.
Presentation of Content					
Multiple Means of Representation	I will model challenging equations.	I will model challenging equations.	I will model challenging equations.	I will model challenging equations.	I will model challenging equations.

Describe how content will be presented in various ways to meet the needs of different learners.	I will use the iPad to engage the students in a YouTube video in addition. I will use an adapted book on addition facts. I will use the iPad to engage the student in a Boom Card activity on addition fact families -Addition to 10 Fall Activity. I will use a teacher-made worksheet to demonstrate proficiency.	I will use the iPad to engage the students in a YouTube video in addition. I will use the iPad to engage the student in a Boom Card activity on addition fact families Fall Color by Code Addition to 20 Activity. I will engage the student in an addition game – It's a Snap Math Center. I will use a teacher-made worksheet to demonstrate proficiency.	I will use the iPad to engage the students in a YouTube video in subtraction. I will use the iPad to engage the student in a Boom Card activity on subtraction fact families – Subtraction to 10 Fall Activity. I will use a teacher-made worksheet to demonstrate proficiency.	I will use the iPad to engage the students in a YouTube video in subtraction. I will use the iPad to engage the student in a Boom Card activity on subtraction fact families Subtraction to 20 Fall Activity. I will engage the student in a Subtraction Bingo Game. I will use a teacher-made worksheet to demonstrate proficiency.	I will use the iPad to engage the students in a YouTube video in addition and subtraction. I will use the iPad to engage the student in a Boom Card activity on addition and subtraction fact families – Addition and Subtraction Word Problems to 20 Fall Activity. I will use a teacher-made worksheet to demonstrate proficiency.
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 special needs: Manipulatives will be available and utilized. Student may utilize addition boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line.

• *Students with gifted abilities* *Early finishers (those who finish early and may need additional sources/support)*					I will prompt if needed.
Application of Content					
Multiple Means of Engagement *How will students explore, practice, and apply the content?*	I will engage the student in skip counting. I will utilize the iPad to involve the student in a YouTube video and Boom Card activity. I will use an adapted book with addition facts counting apples in a tree. I will collaboratively review and model challenging equations. I will ask the student to complete a teacher-made worksheet to demonstrate proficiency.	I will engage the student in skip counting. I will utilize the iPad to involve the student in a YouTube video and Boom Card activity. I will participate in "It's a Snap" -Math Center Addition Game I will collaboratively review and model challenging equations. I will ask the student to complete a teacher-made worksheet to demonstrate proficiency.	I will ask the student to count down from specific numbers. I will engage the student in a more or less task. I will collaboratively review and model challenging equations. I will utilize the iPad to play a YouTube video on subtraction. I will engage the student in a Boom Card Math Activity. I will ask the student to complete a teacher-made worksheet to demonstrate proficiency.	I will ask the student to count down from specific numbers. I will engage the student in a more or less task. I will collaboratively review and model challenging equations. I will participate with the student in a subtraction Bingo Game. I will ask the student to complete a teacher-made worksheet to demonstrate proficiency.	I will review skip counting by 2's and 5's with the student. I will review counting backwards from specific numbers. I will review and engage the student in a more or less task. I will engage the student in a YouTube video on word problems up to 20. I will ask the student to complete a short word problem worksheet. I will collaboratively review and model challenging equations. I will ask the student to complete a teacher-made worksheet to demonstrate proficiency.

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)*	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.
Assessment of Content					
Multiple Means of Expression *Formative and summative assessments used to monitor student progress and modify instruction.*	The student will complete a short teacher-made worksheet including addition, subtraction, and word problems. The student will accurately answer 6 out of 11 equations and 1 out of 2-word problems on the worksheet to demonstrate their understanding.	The student will complete a short teacher-made worksheet including addition, subtraction, and word problems. The student will accurately answer 6 out of 11 equations and 1 out of 2-word problems on the worksheet to demonstrate their understanding.	The student will complete a short teacher-made worksheet including addition, subtraction, and word problems. The student will accurately answer 6 out of 11 equations and 1 out of 2-word problems on the worksheet to demonstrate their understanding.	The student will complete a short teacher-made worksheet including addition, subtraction, and word problems. The student will accurately answer 6 out of 11 equations and 1 out of 2-word problems on the worksheet to demonstrate their understanding.	The student will complete a short teacher-made worksheet including addition, subtraction, and word problems. The student will accurately answer 6 out of 11 equations and 1 out of 2-word problems on the worksheet to demonstrate their understanding.

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 special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.	Students with special needs: Manipulatives will be available and utilized. Student may utilize addition and subtraction boards with manipulatives. Student may utilize a number line. I will prompt if needed.
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.	There is no homework assigned for this lesson.	There is no homework assigned for this lesson.	There is no homework assigned for this lesson.	There is no homework assigned for this lesson.	There is no homework assigned for this lesson.

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: https://vimeo.com/870770077

Summary of Unit Implementation: The unit is based on addition and subtraction up to 20. The student will begin by solving addition problems up to 10 using counting strategies. The student will then solve subtraction problems up to 10 using counting strategies then to 20. The student will end the week by applying addition and subtraction strategies to solve word problems.

Summary of Student Learning: The student participated in an addition lesson. The session began with the student skip counting by 2's and 5's. The student then matched 3 sets of objects to the correct number. At the end of the session the student completed 3 addition problems with manipulatives.

Reflection of Video Recording: The student attended to the above tasks. While he needed to be redirected at times throughout the lesson, he successfully completed his tasks. My mentor is pleased overall with the lesson. My mentor felt I used the appropriate rate of reinforcement and the student received reinforcement for every correct response. She felt the picture schedule kept the student on track and aware of the expectations. My mentor offered two suggestions. The first suggestion is to separate the counters more as it may become confusing as the numbers increase. The second suggestion is to incorporate containers to separate the counters. This will show the definitive space to accurately count the objects. Overall, both my mentor and I were happy with the lesson.

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%)		
Proficient (80%-89%)	1	1
Partially Proficient (70%-79%)		
Minimally Proficient (69% and below)		

Post-Test Analysis: Whole Class
This lesson was implemented for one student based on his annual goals on his IEP. My perception of the students learning is that although the student struggled in some areas, I feel he is building a strong foundation and showing continuous progress in addition and subtraction up to 20. For example, the student initially required frequent verbal and physical prompts to participate in the lesson. However, once I modeled and reviewed the equations the student became more engaged and attended to the lesson. In addition, during review the student began to answer familiar addition equations without manipulatives.
Based on the post-test data my instruction and assessment were effective for the student. The assessment data reflects the student's progress in addition and subtraction. The student independently answered 8 out of 11 addition and subtraction equations. However, the assessment included 2-word problems and the student required prompting to complete both equations. The results reaffirm the effectiveness of the instruction and assessment. The student is showing progress and the areas for improvement are highlighted for me to better adapt and modify the instruction going forward. For example, the student struggled with subtraction equations. In the next lesson, I will review counting down and a more or less task (with differences of 8) for the

student. During the lesson the student will utilize manipulatives and a number line to emphasize the concept.
Post-Assessment Analysis: Subgroup Selection
I chose to implement this lesson with one other student as their IEP goals align with the content being taught. Additionally, the student can benefit from the instruction to reinforce his learning.
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%)		
Minimally Proficient (69% and below)		

Post-Assessment Analysis: Subgroup
This lesson was implemented for one student whose IEP goals support the mathematical content. My perception of the students learning is that through practice and repetition the student will continually make progress and achieve his annual goal. The student performed well in the pre-assessment tasks, such as skip counting and counting down, yet struggled with addition and subtraction equations. However, the student was able to complete some equations independently as the lesson continued.
Based on the post-test data my instruction and assessment were effective for the student. The assessment data shows progress yet areas for improvement. The student was able to accurately answer 5 out of 7 addition equations without using manipulatives. However, subtraction was a more challenging concept for the student. The student was not able to independently answer subtraction equations. The student attempted to make the subtraction equations addition equations to solve for the sum. In the next lesson, I will review the pre-assessment tasks such as counting backwards and providing a more or less task. I will begin the lesson with familiar equations to engage the student and then model challenging equations with manipulatives.

Post-Assessment Data: Remainder of Class

	Number of Students Pre-Test	Number of Students Post-Test
Highly Proficient (90%-100%)		
Proficient (80%-89%)		
Partially Proficient (70%-79%)		
Minimally Proficient (69% and below)		

Post-Assessment Analysis: Subgroup and Remainder of Class
This lesson was implemented for two students as their IEP goals for math are closely aligned.
Based on my analysis of the student learning, the next step for instruction would be to continue teaching the students addition. However, I will change the student's objective in subtraction. The students' objective was to solve subtraction problems up to 10 and 20. I will change this objective and ask the students to solve subtraction problems up to 5 and 10 and increase the use of manipulatives and visuals.

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. The student will independently answer 10 addition equations with 90% accuracy over two weeks.	I will review skip counting by 2's, 5's and 10's by modeling counts with the student including the use of manipulatives and skip counting worksheets. I will model addition equations by combining two sets of objects on an addition math board. I will practice counting on from a larger number to find the sum with the student. I will use a number line. I will use YouTube videos about addition. I will collaborate with the co-teacher to learn new effective addition strategies.
2. The student will independently answer 7 subtraction equations with 90% accuracy over two weeks.	I will review counting backwards or counting down by modeling the counts with the student along with the use of manipulatives. I will participate in a more or less activity with the student. The student will choose the set of objects that have more items or less items to see the difference. I will model subtraction equations by taking objects away from a set of manipulatives. I will use a number line. I will practice counting back from a larger number to find the difference. I will use BoomCard activities on subtraction. I will collaborate with the co-teacher to learn new effective subtraction strategies.
3. The student will read 18 new sight words with 90% accuracy over two weeks.	I will create a word wall including high frequency words and math vocabulary to reference.

	I will review sight words with the student. I will say the word and ask the student to repeat the sight word. I will use worksheets for the student to identify the sight word. I will read text carefully with the student and identify key information. I will use YouTube videos on sight words with captions to include the visual. I will collaborate with the co-teacher to learn effective reading strategies.

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:	
Rationale: Why did you choose this goal? How do you expect it to improve the outcomes of your future students?	I chose this goal for the student as the student is still working to achieve mastery in this area. The initial goal asked the student to solve 10 single digit addition and subtraction problems. According to the assessment data, the student presents strengths in addition, however, struggles with subtraction and word problems. Therefore, I chose to continue to work on this goal to achieve mastery while challenging the student.
End Date: By when do you expect to accomplish this goal?	December
Action Timeline: What steps will you take to complete this goal, and by when will you take them? Example: 1/31/18: Join AACTE	10/30/23 – I will collaborate with the co-teacher and implement the use of manipulatives, number lines and videos in the lessons. 11/1/23 – I will work on addition equations with manipulatives on an addition math board and counting on from a larger number to find the sum with the student.

	11/3/23 – I will review backwards counting strategies and more or less activities to introduce subtraction. 11/6/23 - I will demonstrate subtraction equations by taking objects away from a set of manipulatives and practice counting back from a larger number to find the difference. 11/7/23 – I will create a word wall with sight words and math vocabulary, review and repeat sight words, and implement worksheets for practice. 11/8/23 The student and I will participate in math games and Boom Card Activities.
Resources: What resources are available to assist you in accomplishing your goal?	I will implement the use of manipulatives, an addition math board, a number line, and worksheets. I will incorporate interactive learning through YouTube videos and Boom Card activities. In addition, I will ask the co-teacher for their professional opinion and useful strategies.

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