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| Student Teacher:  | Date:  |
| Cooperating Teacher:  | School:  |
| University Supervisor:  | Semester/Year:  |
| Final Approval Date  |

**Long-Range Planning & Fulfilling Professional Responsibilities**

**AGED 4060**

**Instructions to student teacher**: Complete a long-range plan for the entire student teaching semester for two content areas. The long range plan must include instructional goals and professionalism and dispositional goals. This plan should be developed using the template below with the consultation of the cooperating teacher and complement his/her plan. This plan is to be approved by the cooperating teacher and provided to the assigned university supervisor. The supervisor will use the Long Range Plan Evaluation form to evaluate the Long Range Plan. At the end of the semester, the cooperating teacher will complete the Professionalism/Dispositions Evaluation based on the goals presented in this plan and the student teacher’s reflection on these goals.

The key elements of the SC ADEPT teacher performance standards for this assignment are below.

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| **ADEPT Performance Standard 1-Long-Range Planning**An effective teacher facilitates student achievement by establishing appropriate long-range learning goals and by identifying the instructional assessment and management strategies necessary to help all students progress toward meeting these goals. |
| **Key Elements** | **1A** | The teacher obtains **student information**, analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning. |
| **1B** | The teacher establishes appropriate standards-based long-range learning and developmental **goals** for all students. |
| **1C** | The teacher identifies and sequences **instructional units** in a manner that facilitates the accomplishment of the long-range goals. |
| **1D** | The teacher develops appropriate **processes for evaluating and recording** students’ progress and achievement. |
| **1E** | The teacher plans appropriate **procedures for managing** the classroom. |

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| **ADEPT Performance Standard 10-Fulfilling Professional Responsibilities**An effective teacher is an ethical, responsible, contributing, and ever-learning member of the profession. |
| **Key Elements** | **10A** | **The teacher is an advocate for the students.** The teacher collaborates with colleagues, administrators, and other student oriented professionals (e.g., curriculum specialists, counselors, library media specialists, speech-language therapists, nurses) to determine the needs of his or her students and to plan and provide them with the appropriate learning experiences and assessments. The teacher establishes appropriate professional relationships with agencies, businesses, and community groups that support the well-being of students.  |
| **10B** | **The teacher works to achieve organizational goals in order to make the entire school a positive and productive learning environment for the students.** The teacher regularly attends and contributes to departmental meetings, faculty meetings, strategic planning sessions, and the like. The teacher actively supports the efforts of school organizations such as parent-teacher groups and school improvement councils. To the extent that is possible and appropriate, the teacher supports extracurricular activities that contribute to the overall learning and development of students (e.g., academic clubs, student council, athletics, cultural/artistic events).  |
| **10C** | **The teacher is an effective communicator.** Both inside and outside the classroom, the teacher’s spoken and written language is clear, correct, and appropriate for each target audience (e.g., students, parents, colleagues, related professionals). The teacher communicates with parents/guardians on a regular basis about goals and expectations for student learning, behavioral rules and consequences, assignments, suggestions for supporting student learning at home, assessment results, and student progress and performance. The teacher responds appropriately to parental concerns. The teacher uses a variety of formats (e.g., telephone contacts, meetings, conferences, letters/newsletters, Web sites, report cards, notes, e-mails, interactive journals) to maintain effective and ongoing communication with others.  |
| **10D** | **The teacher exhibits professional demeanor and behavior.** The teacher maintains a valid teaching certificate; complies with all professional, school, and district rules, policies, and procedures; and is cognizant of the policies set forth in the SDE publication *Standards of Conduct for South Carolina Educators.* The teacher’s performance is characteristic of a professional in terms of self-management (e.g., responsibility, initiative, time management, appearance), ethical standards, and quality of work (e.g., completing required tasks in an accurate, timely, and effective manner).  |
| **10E** | **The teacher is an active learner.** The teacher is a reflective practitioner who systematically collects, synthesizes, and evaluates student-achievement data in order to accurately identify his or her own professional strengths and weaknesses and to gain professional insight and vision regarding ways to enhance student learning. As a result of this self-assessment, the teacher collaborates with his or her supervisor(s) to develop an appropriate individualized professional growth plan. Additionally, the teacher regularly seeks out, participates in, and contributes to activities that promote collaboration and that support his or her continued professional growth (e.g., participation in professional associations, courses, conferences, workshops, seminars). |

**Section I: Student Information** (1.A)

*List the demographical population of your class (i.e. gender, race, ethnicity, ESL, IEP, grade level, etc.).*

**Section II: Learning and Developmental Goals** (1.B)

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| **Goals** |
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**Section III: Instructional Units and Assessments** (1.C)

*List the units in chronological order as they will occur in this course/content area(s).*

| **Unit Topic or Title** | **Correlated Standards** | **Length****(# days or weeks)** | **Assessment(s)****(e.g., projects, quizzes, chapter/unit tests, homework assignments. Include weightings, if applicable.)** |
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**Section IV: Assessment Data** (1.D)

*Describe your methods in this course/content area(s) for analyzing, evaluating, recording, and reporting student progress and achievement.*

**Section V: Classroom Management** (1.E)

*Insert your classroom management plan or rules, which should include your expectations regarding student behavior during* ***instructional and non-instructional*** *procedures and routines. Highlight the specific management demands of the course/content area(s) for this long-range plan.*

**Section VI: Collaboration with General Education Teachers /Paraprofessionals**

*Insert your plan to collaborate with general education teachers. Highlight ways you will coordinate instruction and insure that accommodations and modifications to instruction are implemented in the general education classroom. Also include your plan of communicating with your general education teaching partners. (Frequency, Method, etc.)*

*Insert your plan that targets involving, training, supervising and evaluating paraprofessionals.*

**Section VII: Parent Communication**

*Insert your parent communication plan highlighting your methods of communicating with parents.*

**Section VII: Professionalism/Dispositions Goals** (10.A-E)

*For each of the ADEPT 10 elements, A-E, provide specific goals and describe how each of these goals will be accomplished.*

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| **10A.**  |
| **10B.**  |
| **10C.**  |
| **10D.**  |
| **10E.**  |