**Fulfilling Professional Responsibilities (APS 10)**

During the first month of student teaching, the student teacher will prepare professionalism and dispositional goals for the student teaching experience. This assignment is to be completed as soon as possible using this template in consultation with the cooperating teacher and the university supervisor.

At the end of the semester, the cooperating teacher and the university supervisor will complete a consensus professionalism and dispositions evaluation (APS 10) based on the goals presented in this plan and the student teacher’s accomplishment on these goals and performance related to APS 10 on the Final Summary Evaluation.

The key elements of the SC ADEPT teacher performance standards APS 10 for this assignment are below.

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

**Professionalism/Dispositions Goals** *10.A-E*

*Using the above text for ADEPT 10 as a guide, for each element A-E provide specific goals and describe how each of these goals will be accomplished.*

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