

Long-range Plan (SAMPLE)

ADEPT Performance Standard 1		
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	1.A	The teacher obtains student information , analyzes this information to determine the learning needs of all students, and uses this information to guide instructional planning.
	1.B	The teacher establishes appropriate standards-based long-range learning and developmental goals for all students.
	1.C	The teacher identifies and sequences instructional units in a manner that facilitates the accomplishment of the long-range goals.
	1.D	The teacher develops appropriate processes for evaluating and recording students' progress and achievement.
	1.E	The teacher plans appropriate procedures for managing the classroom.

Candidate:	Semester:	Year:	Subject:
School/District:	Mentor:	Supervisor:	Grade Level(s):

Instructions to intern: Complete a long-range plan for one content area/course. Your long-range plan should cover the entire semester/year of your internship. This plan is to be submitted to your supervisor according to the timeframe she/he has set for you.

Section I: Student Information	(Key Element 1.A)
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Insert Contextual Factors Chart

Section II: Learning and Developmental Goals	(Key Element 1.B)
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List the major goals from the course/content area(s) that you are outlining. Remember these are goals for one subject.

Goals
For example: (from Social Studies, grade 3, SC Academic Standards)
The student will demonstrate an understanding of places and regions in South Carolina (SS 3-1)
The student will demonstrate an understanding of the role of human systems in South Carolina (SS 3-1)
The student will demonstrate an understanding of the exploration and settlement of

South Carolina and the United States (SS 3-2)

Section III: Instructional Units and Assessments	(Key Elements 1.C)
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List the units in chronological order as they will occur in this course/content area(s). **The Instructional Units must include the entire year for one subject or content area.**

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.)
SC Physical Features (Geography)	(SS 3-1.1; 3-1.2)	6 weeks (September 4- October 10)	<i>List at least 3 assessments per unit-formative and summative.</i>
The Regions of South Carolina (Geography)	(SS 3-1.3)	6 weeks (October 10- November 23)	
Effects of Human Systems on South Carolina	(SS 3-1.4)	3 weeks (November 28- December 18)	
Exploration of South Carolina	(SS 3-2.1; 3-2.3)	6 weeks (January 2- February 6)	
Native Americans in South Carolina	(SS 3-2.4; 3-2.5)	2 weeks (February 6- February 17)	
Contributions of South Carolinians	(SS 3-2.6)	1 month (February 20-March 30)	
<i>Next Unit</i>	<i>Standard</i>	<i>Continue for the entire school year</i>	

Section IV: Assessment Data	(Key Element 1.D)
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Describe your methods in this course/content area(s) for analyzing, evaluating, recording, and reporting student progress and achievement.

What types of assessments will be used when assessing the students? List both formative and summative assessments. (Need not be specific, but name types)

What assessment tools will be used? (Checklists, rubrics, teacher observations, etc.)

What will be used to record the assessments? (Grade book, electronic grade book, student folders, etc.)

How will you report student progress to the students, administration, parents? (List the three groups separately.)

Section V: Classroom Management (Key Element 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.

Make sure to include both instructional and non-instructional procedures. Non-instructional procedures include lunchroom, outside activity, bathroom, procedures for taking homework, collecting work, etc. Instructional procedures concentrate on one content area. For example, classroom management techniques in science should be much different than a social studies class.

Supervisor name:		Circle one	Unsatisfactory
Supervisor signature:	Date:		Satisfactory

*Adapted from SAFE-T, March 2008, SCDOE on 8.19.08
Revised 7/15*