

ADEPT APS 1 - Domain 1: Long-Range Plan

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

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.

Instructions to intern: Using this template, complete a Long-Range Plan for the course/content area(s) that your unit for the Teacher Work Sample (TWS) will address. While your TWS covers two weeks within the semester, your Long-Range Plan should cover the entire semester of your internship, and the entire scope of the course/content area(s) in which your TWS is completed. This Long-Range Plan is to be submitted to your university supervisor according to the timeframe she/he has scheduled for you. **Note: The *Early Childhood Education Internship Evaluation Scoring Rubric, from Domain 1: Long-Range Planning* will be used to assess your Long-Range Plan.**

Section I: Student Information	(Key Element APS 1.A)
---------------------------------------	-----------------------

Section II: Learning and Developmental Goals	(Key Element APS 1.B)
---	-----------------------

List the major goals from the course/content area(s) that you are outlining.

Goals

Section III: Instructional Units and Assessments (Key Elements APS 1.C)

In chronological order, list the units as they will occur in this course/content area(s) in the table below. Indicate in **bold** the Unit Topic or Title that is your Teacher Work Sample.

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.)

Section IV: Assessment Data (Key Element APS 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 (Key Element APS 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.

Instructions to University Supervisor: After evaluating the intern’s Long-Range Plan (using the *Early Childhood Education Internship Evaluation Scoring Rubric*, from *Domain 1: Long-Range Planning*), circle the appropriate performance level below.

Supervisor name:		Circle one	Exceeds Expectations
			Meets Expectations
Supervisor signature:	Date:		Does Not Meet Expectations

Adapted from Winthrop University’s Long Range Plan (2009) and SAFE-T, March 2008, SCDOE on 8.19.08