Long - Range Planning Packet

2007-2008

ADEPT/Induction and LEAD
The purpose of Long-Range Planning is to provide the teacher with a road map for the year. Just as with any journey, the teacher needs to use a personalized guide to help him or her throughout the year. Without such a guide, a teacher might find that pacing and daily planning become haphazard or unfocused. With the long-range plan in mind, the teacher can understand how everything fits together and gauge short-term planning accordingly. As with any good plan, adjustments will inevitably have to be made. All good teachers evaluate and adjust their plans in an on-going fashion in order to meet more effectively the needs of their students.

One copy of the Long-Range Plan must be given to the Induction team leader or the LEAD team administrator by the required district deadline, which for the 2007-2008 school year is Monday, September 24, 2007. This is the first part of the evaluation process. The purpose is to provide evidence to the fact that the teacher has prepared a road map for the year and that he or she understands all facets of the performance dimension. However, the purpose of the plan itself is to provide the teacher with guidance for the year.

For your assistance, refer to the S.C ADEPT Competent Performance Description for Long-Range Planning.

Attached is an optional planning form that is also available online at the district website: www.gwd50.org. Teachers may use this form or develop their own. In either case, they should make sure that all required components are included.
Performance Dimension 1:-----Long-Range Planning

Dimension Description:
This dimension covers responsibilities related to developing and maintaining appropriate Long-Range Plans (LRP) for the school year. An initial LRP is defined as an overall strategy for facilitating student achievement of long-range learning and developmental goals, as well as general organizational framework for progressing through the school year in an efficient and logical manner. Initial long-range planning is an important first step toward addressing the needs of students and is therefore, required for all areas of teaching (i.e. subject areas or classes). Initial LRPs are not considered rigid or finalized and may be revised during the year to accommodate rates of learning and development, changing conditions, and unforeseen events. The types of LRPs developed by teachers may vary due to a number of factors, including differences in subject areas or courses being planned (e.g., auto-mechanics, art, and calculus), as well as the ability and developmental levels of students. Long-range planning, which may be completed independently or collaboratively, involves using in-depth knowledge and understanding of students, subject matter, curriculum, learning theory, principles of effective instruction and assessment, and classroom management and organization. The key elements of this dimension include the ability and disposition of teachers to:

- determine the ability and developmental levels, backgrounds, needs, and interests of students;
- formulate or identify appropriate long-range learning and developmental goals for students;
- identify and sequence appropriate instructional units to facilitate accomplishing the long range goals;
- develop an appropriate timeline for completing instructional units;
- order or obtain special instructional materials or resources;
- develop an overall process for evaluating student progress and achievement;
- design a process for maintaining records of student progress and achievement;
- plan rules and procedures for managing student behavior;
- plan procedures for essential non-instructional routines;
- plan procedures for routinely communicating with parents; and
- periodically evaluate and adjust long-range plans, as necessary.

Competent Performance Description:
At the beginning of the school year, competent professional teachers develop an initial Long-Range Plan (LRP) for progressing through the school year in an efficient and logical manner. The LRP provides an appropriate overall strategy for addressing the needs of all students and for facilitating their achievement of long-range learning and developmental goals.

Competent professional teachers begin their long-range planning by gaining a thorough understanding of students’ ability and developmental levels, social and cultural backgrounds, needs, and interests. As appropriate, this is accomplished by considering information collected from a variety of sources, such as student records (e.g., historical files, standardized test scores, IEPs, and portfolios), other teachers and educators (e.g., counselors and administrators), parents/guardians, and the students themselves.

LRPs include appropriate long-range learning and developmental goals for students to accomplish by the end of the school year. The goals are appropriate for the ability and developmental levels of students and challenge all students to achieve at appropriately high levels. The goals are consistent with relevant federal, state, and local curriculum requirements.
(e.g., IEPs, curriculum frameworks, and curriculum guides) and reflect an understanding of and a sensitivity to students' backgrounds, needs and interests.

As appropriate for the long-range goals, competent professional teachers identify and logically sequence the major instructional units to be covered during the school year. The units are consistent with local, state, and federal curriculum requirements. They provide for appropriate coverage of the key themes, concepts, and skills of the subject area(s) to be learned and are designed to expose students to a variety of intellectual, social, and cultural perspectives. The sequence of units includes a general timeline that allocates sufficient time for completing each instructional unit.

Based on the nature of the instructional units planned, competent professional teachers obtain key instructional materials, resources, and technologies needed to facilitate learning throughout the year (e.g., manipulatives, lab supplies, and software). In addition, teachers have plans for ordering or requesting other supplies needed for special instructional events or units (e.g., maps, displays, and videotapes).

Competent professional teachers plan an overall process for assessing, evaluating, and recording student progress toward and achievement of the long-range learning and development goals. The process includes identifying the major assessment strategies to be used (e.g., observations of students, exams, research papers, performance projects, and portfolios). The strategies are appropriate for the nature of the overall learning and developmental goals, the content and skills to be covered and students' ability and developmental levels. The process includes criteria for evaluating student progress and achievement based on assessment results. The criteria are appropriate for the types of assessments and the students, and are consistent with school and district policies. The process also includes procedures for maintaining well-organized and easily interpreted records of student progress and achievement throughout the year.

Competent professional teachers develop a plan for managing student behavior and classroom operations during the year. Rules for student behavior and consequences for violating rules are age-appropriate, stated in positive terms when possible, and focus on behaviors rather than on students. Rules and consequences are also consistent with local and state policies. Teachers also develop rules and procedures for non-instructional routines that are essential for orderly classroom operations (e.g., taking roll, collecting student work, preparing learning centers or labs, and retrieving instructional materials or resources). Rules and procedures for non-instructional routines are age-appropriate and promote both efficiency and minimal loss of time for learning.

Competent professional teachers plan appropriate procedures for communicating with parents/guardians during the year. As appropriate, the plan includes procedures for providing parent/guardians with initial information about goals and expectations for student learning, overall plans for instruction and assessment, rules for student behavior, and suggestions for supporting learning at home. The plan also includes procedures for providing parents/guardians with periodic information about instructional units, assessments, assessment results, and evaluations of student progress and achievement.

Competent professional teachers are reflective practitioners who regularly evaluate the effects of their plans and decisions. As needed by students, teachers make periodic adjustments in their LRPs, such as changing the sequence of instructional units to relate learning to unforeseen events (e.g., news events, political changes, and weather phenomena) and extending or decreasing the length of units to accommodate varied rates of learning.
1. The long-range learning and developmental goals are appropriate for student needs and subject requirements.

*2. The selected units are appropriate and compatible with students' needs and subject requirements, and they follow a logical sequence.

*3. Academic standards are appropriately addressed.

4. The time allotted for instructional units on the long-range plan is appropriate and encompasses the entire school year.

5. The teacher plans assessment and has an appropriate plan for keeping up-to-date records on students.

6. The teacher develops appropriate strategies for dealing with student differences.

7. The teacher develops appropriate classroom rules and consequences.

8. The teacher develops an appropriate plan for classroom procedures and routines.

9. The teacher develops an appropriate plan for communicating with parents throughout the year.

10. Written communication does not interfere with teaching requirements and/or student learning. (Plans have correct spelling and grammar and can be easily understood.)

11. The teacher follows long-range plans, making modifications/corrections as necessary and informing the team administrator of the changes.

*NOTE: These are critical components of effective long-range plans.
1. The long-range learning and developmental goals are appropriate for students' needs and subject requirements.

   **Competent**
   The long-range learning and developmental goals are appropriate for students' needs and subject requirements.

   **Needs Improvement**
   The long-range learning and developmental goals are not appropriate for students' needs and/or subject requirements.

2. The selected instructional units are appropriate and compatible with students' needs and subject requirements, and they follow a logical sequence.

   **Competent**
   Instructional units are appropriate and compatible with students' needs and subject requirements, and they follow a logical sequence. State/district curriculum guide requirements for each subject are incorporated in the plan.

   **Needs Improvement**
   Instructional units are not appropriate and compatible with students' needs and subject requirements, and/or they do not follow a logical sequence. Parts of state/district curriculum guide requirements are omitted.

3. Academic standards are appropriately addressed.

   **Competent**
   Academic standards are appropriately addressed.

   **Needs Improvement**
   Academic standards are not appropriately addressed.

4. The time allotted for major instructional units on the long-range plan is appropriate and encompasses the entire school year.

   **Competent**
   The time allotted for major instructional units on the long-range plan is appropriate and encompasses the entire school year.

   **Needs Improvement**
   The time allotted for major instructional units on the long-range plan is not appropriate and/or does not encompass the entire school year.

5. The teacher plans assessment and has an appropriate plan for keeping up-to-date records on students.

   **Competent**
   The teacher plans assessment and has an appropriate plan for keeping up-to-date student records that are clear, legible, and organized.

   **Needs Improvement**
   The teacher does not plan assessment and/or does not have an appropriate plan for keeping up-to-date records on students.
6. **The teacher develops appropriate strategies for dealing with student differences.**

**Competent**  
Appropriate strategies are planned for dealing with student differences.

**Needs Improvement**  
Student differences are not recognized or accommodated appropriately.

7. **The teacher develops appropriate classroom rules and consequences.**

**Competent**  
Classroom rules and consequences are developed and are appropriate.

**Needs Improvement**  
Classroom rules and consequences are not developed or are not appropriate.

8. **The teacher develops an appropriate plan for classroom procedures and routines.**

**Competent**  
Appropriate classroom procedures and routines are developed.

**Needs Improvement**  
Classroom procedures and routines are not developed or are not appropriate.

9. **The teacher develops an appropriate plan for communicating with parents throughout the year.**

**Competent**  
The teacher has an appropriate plan for communicating with parents throughout the year.

**Needs Improvement**  
The teacher does not have an appropriate plan for communicating with parents throughout the year.

10. **Written communication does not interfere with teaching requirements and/or student learning.**

**Competent**  
Written communication does not interfere with teaching requirements and/or student learning.

**Needs Improvement**  
Written communication interferes with teaching requirements and/or student learning.

11. **The teacher follows long-range plans, making modifications/corrections as necessary and informing the team administrator of the changes.**

**Competent**  
The teacher follows long-range plans, making modifications/ corrections as necessary and informing the team administrator of the changes.

**Needs Improvement**  
The teacher does not follow long-range plans, make modifications/ corrections as necessary, and/or inform the team administrator of the changes.
Procedures for Long-Range Planning

According to State Department of Education criteria, "Long-range planning encompasses two aspects of a teacher's preparation for the school term. Long-range planning is required in both the instructional and management domains." Under the most recent State Department guidelines, long-range planning involves using in-depth knowledge and understanding of students, subject matter, curriculum, learning theory, principles of effective instruction and assessment, and classroom management and organization.

Beginning with the 1991-92 school year, all teachers undergoing a formal evaluation are required to submit long-range plans in order to comply with State Department regulations on teacher evaluation. Plans must include all subjects taught. Teachers who teach one subject to classes of different ability levels must submit a long-range instructional plan for each class or describe how one basic plan is modified for classes of different ability levels. If the classes are heterogeneously grouped, the teacher should explain how the content area requirements are varied to meet the needs of all students. At the beginning of the plan, teachers are expected to outline learning and developmental goals for students based upon ability, developmental levels, background, etc. of students.

Teachers need to select and sequence instructional units for EACH SUBJECT / ABILITY LEVEL and allocate appropriate amounts of instructional time needed to cover each instructional unit. The areas of reading, language, spelling, and writing may be combined into one subject - language arts. State academic standards and state/district curriculum guide requirements for each subject must be incorporated. Teachers may use curriculum guides, scope and sequence charts, semester pacing guides, etc. in lieu of listing the instructional units themselves. However, sequence and allocated time must be noted. If a school instructional calendar has been developed for the subject(s) and grade level(s) taught, it should be submitted for this section of the long-range plan.

Child development teachers need to incorporate the state/district guides into their long-range plans. Kindergarten teachers need to incorporate the kindergarten standards and explain how they will be addressed during the year.

Other areas on the long-range instructional plan may be answered one time unless there are discrepancies from one subject to another. Only one classroom management plan should be turned in unless special circumstances require different plans for different classes.

Individualized Educational Plans (IEPs) may be used as part of the long-range instructional plan, providing all subject areas taught by the teacher are included in the plan. State academic standards must be addressed. If a teacher teaches a subject that is not a part of the IEP, a long-range instructional plan must be submitted for that area. In addition, a description explaining how the teacher will use the information from IEPs to organize class instruction should be included. A classroom management plan and other information on assessment, communication with parents, etc. that is not included in a student's IEP must be submitted.
Teachers in Reading Recovery and others who teach in a lab setting, push-in, or pull-out model, should write a *brief narrative* of their organizational and instructional processes. They may include a general list of skills, if available, and describe how the general list is individualized to meet student needs.

Long-range plans for all teachers being evaluated by Induction or LEAD must be submitted to the appropriate evaluation team administrator (principal/assistant principal) by the required district deadline. This deadline may be extended by the administrator and the teacher if extenuating circumstances exist.

Teachers may work individually or with others to develop their long-range plans. The Office of Evaluation and school instructional specialists are available to answer questions and provide assistance in developing long-range plans.

In September, the long-range plans will be assessed according to the ADEPT Competent Performance Description and established criteria by each member of the LEAD evaluation team. Each team member will also give feedback to the teacher using the district evaluation feedback form if concerns are identified.

Before the end of November, the team members will meet to decide upon a consensus rating for long-range planning. The LEAD evaluation team's consensus rating will be shared orally and in writing with the teacher by the end of November. Specific examples of the teacher's performance must be included. If deficiencies are noted, the teacher will have a ten-day period to correct and resubmit long-range plans. The plans will be reassessed during the summative evaluation period (December - March) and periodically reviewed for adjustments and progress toward completing the plan.
Optional Long-Range Planning Form

Name:_________________________
School:_________________________
Grade/Subject:_________________________
Team Members:_________________________
Date:_________________________
Long-Range Planning

I. Description of Students

Give a description of the students in your classes in paragraph form. Collect information, analyze the information, and determine how the information will be beneficial to you as you plan for the needs of the students. Information should be collected from school records (ex: past test scores, grades, behavioral anecdotal records, etc.), past teachers, parents, and the students themselves. Examples of what you will include are ability levels, learning styles, cultural backgrounds, gender, ethnic backgrounds, and interests. Give the source of your information (ex: permanent records, interest inventories, parents, former teachers, etc.). **Give a separate description for each of the classes you teach.** (Attach extra sheets as needed.)
Describe the adaptations you will make to this plan to accommodate special needs students. In this description, include adaptations for ESOL students.
II. Learning and Developmental Goals

List overall goals that you want all of your students to achieve during the *year. These broad goals should be directly related to the learning of the subject matter. These goals should be “all-encompassing” in that every skill that is taught during the year will be covered by one of your goals. Goals must be appropriate and challenging for the students’ ability and developmental levels and must show understanding and sensitivity to students’ backgrounds, needs, and interests. In other words, your goals reflect the fact that you are, in fact, using the information you gained from completing section “I.” The goals must be aligned with any SC Framework or set of standards provided by the district that is available for the particular subject addressed. (List goals for each subject separately).

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I have aligned these goals with the following required sources:
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*These goals refer to learning that will take place during the time span in which you will be teaching the class (year, semester, or nine weeks).
**III. Topics/Units**

List the units or topics that you will be teaching throughout the year. These units should be listed in the order in which they will be taught. Indicate the number of weeks (or days) that you anticipate spending on each unit. Do not list units as “Unit 1, Unit 2” unless you also list the topic of the units. (If the number of weeks for a unit is excessive, please break it down into subtopics and list the weeks for each.) In this way, you will be able to evaluate more effectively your progress at any given time. If you feel it would be beneficial, list major skills or learning for each topic. (For spelling, list all units and give the skill being emphasized for each). Use attachments as needed. **Complete separately for each subject you teach.**

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<th>Topic/Unit</th>
<th>Skills/Subtopics</th>
<th>*Standards Correlation</th>
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*Indicate which standards curriculum you are using and pinpoint the objective. (ex: SC Framework, Gr2 math, IV-A; ex: SC Framework, Alg I, represent pattern algebraically/ graphically).

** Note: If a school instructional calendar has been developed for your subject area(s) and grade level(s), please insert a copy of it to meet the requirements of section III of your long-range plan.
IV. Materials and Resources

Please describe the procedure for ordering or obtaining materials and resources for your class(es). Include the allotment/sources of money that have been made available to you.

List your materials (including basic supplies) and resources that you need for implementing goals for your students. Organize materials in an appropriate manner, such as already available, materials ordered, materials needed, materials you will provide, and/or materials students will supply.

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V. Assessment

Please describe your total plan for assessing, evaluating, recording, and monitoring student progress and achievement. This will include how you derive the grades for assignments (all types), how you derive the grades for report cards (weights and categories of assignments), strategies you have implemented for keeping up with student progress, informal assessment strategies, formal assessments (tests, projects, etc.), and how you keep records.

**Informal assessment strategies:** (Include list of the strategies and description of criteria for use in evaluation process).

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**Monitoring student progress:** (If you use various strategies for keeping track of student progress, list and describe them. For example, keeping folders/portfolios, weekly reports to parents, etc.)

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**Formal assessment strategies:** (Include list of the assessment strategies and criteria for use in the evaluation process).

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**Recording grades:** (Which grades are actually recorded? Describe set-up of grade book, computer program, check-lists, etc.)

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**Grading/Criteria for assigning grades for report cards:** (List categories of assignments, weights, and grading scale).

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VI. Discipline Plan

Describe the discipline plan used in your classroom.

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Classroom Rules: (list)

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Check all that apply:
_____ Classroom rules and expectations are presented on the first day.
_____ Classroom rules and expectations are reviewed regularly throughout the year.
_____ Classroom rules and expectations are sent home in a parent letter. (Attach a copy).
_____ Classroom rules and expectations are posted in the room.
_____ Students keep rules and expectations in notebooks. (Especially “floater” teachers).

Consequences: (list in consecutive order)

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Procedures for managing non-instructional events: (ex: restroom, pencil sharpening, lining up, etc. LIST AND EXPLAIN EACH PROCEDURE OR ATTACH INFORMATION).

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VII. Plan for Communicating with Parents

Describe your plan for communicating with parents regularly throughout the year. This should reflect close communication in a variety of ways. Attach examples if possible, such as beginning of the year letter, newsletter, “happy gram,” etc.

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VIII. Plan for Evaluating/Adjusting Long-Range Plans

Describe your plans for periodically evaluating and adjusting your long-range plans. Explain what circumstances might necessitate change.

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