EDUC 450: PROFESSIONAL CLINICAL PRACTICE

LONG RANGE PLAN TEMPLATE

Candidate: David Kelly Mentor Teacher: Mrs. Felicia Williams

District: Orangeburg School District 5 School: Mellichamp Elementary Year: 2011

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

**Describe the student information that you feel will have the most impact on the way you plan and deliver instruction.**

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| **Important Student Information (Key Element 1.A)** | | |
| **Factors**  **(e.g. gender, SES, reading levels, etc.)** | **Description**  **(in terms of your students)** | **Sources**  **(if needed)** |
| Demographic Data | 13 girls, 20 boys; 30 African American, 3 Hispanic; All qualify for free lunch. | Observation/ Conversation with Mrs. Williams |
| Reading and Writing Proficiency | Last year’s PASS ELA scores: 54.1% Not Met; 32.4% Met; 13.5% Exemplary. | South Carolina Department of Education |
| Student Interests | Student interests include: Drawing, Dancing, music, sports, stickers | Observation/ Conversation with Mrs. Williams/ conversations with students |
| Learning Styles | All of the students are kinesthetic and/or visual learners | Conversation with Mrs. Williams |
| Reading and Writing Attitudes | The majority dislike reading and writing. | Observation/ conversations with students |

***Reflect on the student Information (Key Element 1.A): Why do you feel that this student information is of primary importance, and (2) how did and will you use this student information to guide the development of your long and short range plans?***

I believe this information is vital because it identifies who the students are academically and as individuals. From demographic data, we are able to identify certain aspects such as the students’ gender, ethnicity, and social economic status. From this information we are able to gather an idea about the environments from which the students come. This information partially identifies who the students because children are products of their environments.

The reading and writing proficiency is important because we are able to gather an idea of where the students are as far as reading and writing skills are concerned. These scores were gathered from the South Carolina Department of Education website. The fact that more than half of the students did not meet the desired score is evidence that these students need a lot of help with their English Language Arts skills. This is also directly correlated to the last factor represented in the chart above.

The majority of the students dislike reading and writing. I was able to gather this information simply from observing and conversing with the students. The students are not shy at all to admit that they don’t like to read. After a library trip, I noticed that most of the students checked out picture books that are obviously far below a fifth grade level. I then asked a couple of the students why they chose the books they chose and they informed me that they chose the books that had pictures that they could draw- which is one of the major interest of the students.

The interests of the students are important to teaching them because we must first reach the student in order to be able to actually teach the student. The interests of the students in Mrs. Williams’s class include the following: drawing, dancing, music, sports, and stickers. As an educator, I must find a way to use these student interests in order to change the context of the content in order to meet the students where they are so that I can bring them up to where I want them to be.

The final factor to discuss on the chart above is the learning styles of the students. In today’s electronic world, most people receive information easiest through seeing things and experiencing things. The students in Mrs. Williams’s class are no different. All of the students in the class are kinesthetic and/or visual learners. This information is important because it identifies the most effective ways to teach the students. With this information, I understand that I must employ instructional strategies like powerpoint presentations, role playing, and videos in order to most effectively address the needs of the students.

**Section II: Long Range Learning and/or Developmental Goals (Key Element 1.B)**

***Describe the long range learning/developmental goals that you have established for your students in the subject/class.***

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| **Long Range Learning and/or Developmental Goals -- Key Element 1.B** |
| **Explain the purpose and motivations behind the rise of discriminatory laws and groups and their effect on the rights and opportunities of African Americans in different regions of the United States.** |
| Explain how aspects of the natural environment—including the principal mountain ranges and rivers, terrain, vegetation, and climate of the region—affected travel to the West and thus the settlement of that region |
| Illustrate the effects of settlement on the environment of the West, including changes in the physical and human systems |
| Summarize how railroads affected development of the West, including their ease and inexpensiveness for travelers and their impact on trade and the natural environment. |
| **Provide examples of conflict and cooperation between occupational and ethnic groups in the West, including miners, ranchers, and cowboys; Native Americans and Mexican Americans; and European and Asian immigrants.** |
| Explain the social and economic effects of the westward expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement. |
| Explain how the Industrial Revolution was furthered by new inventions and technologies, including new methods of mass production and transportation and the invention of the light bulb, the telegraph, and the telephone. |
| **Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, including Thomas Edison, Alexander Graham Bell, the Wright Brothers, and Albert Einstein.** |
| Explain the effects of immigration and urbanization on the American economy during the Industrial Revolution, including the role of immigrants in the work force and the growth of cities, the shift from an agrarian to an industrial economy, and the rise of big business. |
| Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, including the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation. |
| **Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition.** |
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| Explain how building cities and industries led to progressive reforms, including labor reforms, business reforms, and Prohibition. |
| **Summarize actions by the United States that contributed to the rise of this nation as a world power, including the annexation of new territory following the Spanish-American War and the role played by the United States in the building of the Panama Canal and in World War I.** |
| **Summarize changes in daily life in the boom period of the 1920s, including the improved standard of living; the popularity of new technology such as automobiles, airplanes, radio, and movies; the Harlem Renaissance and the Great Migration; Prohibition; and racial and ethnic conflict** |
| **Summarize the stock market crash of 1929 and the Great Depression, including economic weakness, unemployment, failed banks and businesses, and migration from rural areas.** |
| **Explain the immediate and lasting effect on American workers caused by innovations of the New Deal, including the Social Security Act, the Federal Deposit Insurance Corporation, and the Civilian Conservation Corps.** |

***Reflect on the long range learning and/or developmental goals (Key Element 1.B): Of the long range learning and/or developmental goals you have established, which goals do you believe are the most important for all students to achieve, and why?***

In the long range learning and developmental goals previously stated, I believe they are all important, but there are some that may be more interesting for the students because they are easier for the students to see how they are correlated to the students’ lives today. Those goals that I believe are more interesting because of their correlation to the students’ lives today have been bolded. To be honest, I feel as though the goals that I see as being more important seem to be the goals that I personally find more interesting. I believe with any subject, teachers tend to show favoritism to certain subjects because of their own personal experiences and opinions.

I began selecting the goals that are closely correlated with life today. As I kept going through selecting the most important goals, I found myself selecting more of the goals because they interested me and not necessarily because of its correlation with the students and life today.

**Section III: Instructional Units (Key Element 1.C)**

***Describe the instructional units, in sequence, for this class/subject.***

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| **Unit Topic or Description -- Key Element 1.C** | **Unit Length**  **(i.e., approximate number of lessons** |
| Westward Expansion | 2 weeks |
| Industrial Revolution | 1 week |
| Immigration to America in the early 1900s | 2 weeks |
| United States becoming a World Power/ World War I | 2 weeks |
| World War II | 2 weeks |
| Cold War | 2 weeks |
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***Reflect on the instructional units (Key Element 1.C): How did you determine your instructional sequence and the amount of time to be spent on each unit of instruction?***

To select these instructional units, I referred to the pacing guide for the fifth grade Social Studies at Mellichamp Elementary School in Orangeburg, South Carolina. I was able to look at the different indicators and I was able to decide what the topic for the unit was based on the content from the indicators. The pacing guide already had the content in chronological order in order of which events happened first.

The South Carolina Social Studies standards for fifth grade include United States history from 1865 to the present. Events that are addressed during this time and that are a part of the history of the United States include the following: westward expansion, the Industrial Revolution, immigration to America in the early 1900s, the United States becoming a world power/ World War I, World War II, and the Cold War. These events were placed in chronological order in an effort to help the students understand the setting of each event. This is important because some of the events caused or were caused by other events. It is vital that students understand the order that historical events occur. Too often do students believe things like the Civil Rights Movement happened directly after slavery ended. This thought process comes from the students being taught things out of order.

I was also able to look at the pacing guide to come up with the time limits for each unit. I looked at the time that was delegated for each unit on the pacing guide. I also looked at the pace the class was currently moving at. I added these two variables together to come up with an appropriate and realistic length for each unit.

**Section IV: Assessment of Student Performance (Key Element 1.D)**

**Describe (1) the major course assessments, (2) the evaluation criteria for this class/subject, (3) the way(s) in which you will report overall student progress and achievement, and (4) your system for maintaining records of student progress and achievement for this class/subject.**

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| (1) The major course assessments consist of the following:  District wide benchmarks after every 9 weeks  Daily Assessments  Teacher-made Tests  Student Notebooks  (2) Students are evaluated based on the following scale:  Test, Quizzes, Projects, and Performances: 40%  Classwork, Daily Participation, Journals, Labs, etc: 60%  (3) Overall student progress and achievement will be reported via the following:  Bi-Weekly Progress reports  Report cards  random notes home  Parent-Teacher Conferences.  (4) I will be maintaining the records of student progress and achievement for this class using Powerschool web-based student information system |

***Reflect on student performance (Key Element 1.D): (1) How did you determine that your major assessments are appropriate for evaluating student progress and achievement, and (2) What did or will you do to help your students and their parents understand (a) the evaluation criteria you have established for this class/subject as well as (b) the reports regarding the student’s overall progress and achievement in the class/subject?***

District-wide benchmark testing is appropriate for evaluating student progress because it is a normed-based assessment. It compares the students to all the students in the fifth grade throughout the district. This allows teachers and administration to see where the students stand statistically against the other students in the district. It also gives an update on the students’ progression in that subject. Daily assessments are important because it allows me the opportunity to see how the students are grasping the information. This tells me what I may need to focus on during instruction. Teacher-made tests are vital because they can assess the exact information that I taught and how effective I was teaching the content. The students’ notebooks were actually an idea that is throughout the whole district. This was developed by the superintendent of the Orangeburg Consolidated School District 5. This could be useful in attempting to get students to take notes in class because it will be for a grade.

The evaluation criteria that has been established for the class has been written out and sent home to the parents in a letter at the beginning of the school year. The students have participated in a class discussion over the evaluation criteria. They also receive constant reminders about the evaluation criteria. The report card and the bi-weekly progress reports are easy to understand. But, for those parents who may not be able to interpret the data, I plan to have parent conferences to explain the data. It is also good that there is already a scheduled Parent Conference day coming up in October.

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

**Describe your expectations for student behavior during instruction and during non-instructional routines. Write your description as you were explaining these expectations to your students and their parents.**

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| During instruction, I expect the students to participate when asked. I expect them to participate in the activities that are planned for them. I also expect them to be respectful of other students, all adults who may be present, and the responses and opinions of others. I expect the students to be able to work together in a peaceful manner.  During non-instructional routines, I expect the students to do what is asked of them in a quiet manner. They are expected to already have the necessary materials for the day before the lesson begins.  Whether during instruction or non-instructional routines, I expect these fifth grade students to think about their actions before they act them out. This includes physical actions as well as verbal statementsss or questions that they may make. I expect them to evaluate their action or statement before it is done or said and evaluate the possible outcomes of that action or statement and how it can be harmful or beneficial to them and to the class as a whole. |

***Reflect on classroom management (Key Element 1.E): What are the most important considerations in managing the classroom to maximize instructional time, and why do you believe them to be important?***

The most important considerations in managing the classroom to maximize instructional time are the following: lesson planning, understanding the psychology of the individual students, and understanding the sociology of the students as a group. It is important to lesson plan because the planning of the lesson makes sure objectives are met. When I take the time to plan my lessons, I am intentional about my actions, and I don’t just do things because they seem like the right thing to do at the time. Instead, I have time to think about what I should do to most effectively and efficiently teach the students. The psychology of the individual students is important because I have to understand why certain students do certain things. I have to be able to recognize certain patterns in student behavior and develop the best way to help deal with that issue that is preventing that student from being as successful in the class as they are capable of. I have to build these relationships with the students so that I can teach them because I believe that students do more for their teacher than they do for themselves. Oftentimes, younger students aren’t able to recognize the rewards of putting in the hard work now, but if they are able to recognize the effort I’m putting in to make them as successful as they can be and make learning more meaningful for them, they will work with me. Understanding the sociology of the class is important because I have to know how certain students interact with each other. Grouping two students together who may not perform best together can affect the whole class, so I have to be able to know how the group, and parts of the group, think and functions together.

**Section VI: Additional Teacher Comments (optional)**