|  |  |  |  |
| --- | --- | --- | --- |
| **Name:** |  | **School** |  |
| **School Year:** |  | **Select Goal #** |  |
| **Select Type of Goal:** [ ]  **Marzano Focused Non-Classroom Model Element:** [ ]  **Personal Choice**  |

**I. Area Identified for Development of Professional Practice**

|  |  |
| --- | --- |
| **What is the expected outcome you hope to achieve? What specifically do you hope to improve upon?** | **Rationale/Explain why you chose this goal** |
|  |  |

**II. Professional Learning Goal and Activities**

**GOAL: Leadership and Collaboration: Instructional Support Personnel**

**(Non-Classroom) #10**

**The Instructional Support Personnel (Non-Classroom) seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.**

**Strategies/Activities (Choose from the following):**

[ ] **The Instructional Support Personnel (Non-Classroom) takes an active role on giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student’s learning.**

**[ ]  The Instructional Support Personnel (Non-Classroom) works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.**

**[ ]  The Instructional Support Personnel (Non-Classroom) engages collaboratively in the schoolwide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.**

**[ ]  The Instructional Support Personnel (Non-Classroom) works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.**

**[ ]  Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well-being.**

**[ ]  The Instructional Support Personnel (Non-Classroom) engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.**

**[ ]  The Instructional Support Personnel (Non-Classroom) uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.**

**[ ]  The Instructional Support Personnel (Non-Classroom) uses and generates meaningful research on education issues and policies.**

**[ ]  The Instructional Support Personnel (Non-Classroom) seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.**

**[ ]  The Instructional Support Personnel (Non-Classroom) advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.**

**[ ]  The Instructional Support Personnel (Non-Classroom) takes on leadership roles in the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.**

**[ ]  Other:**

**Follow-Up Activities (As appropriate)**

|  |  |  |  |
| --- | --- | --- | --- |
| **[ ]**  | Collaborate with PLC | **[ ]**  | Fine tune implementation of new strategies |
| **[ ]**  | Write a report / article | **[ ]**  | Collect and analyze student achievement data |
| **[ ]**  | Publish hard or electronic copy | **[ ]**  | Provide evidence of turn-key training |
| **[ ]**  | Apply for an award or grant | **[ ]**  | Share information with colleagues/department |
| **[ ]**  | Conduct action research | **[ ]**  | Expand the goal to a school or district initiative |
| **[ ]**  | Ongoing reading / research  | **[ ]**  | Other documentation as appropriate (specify) |
| **[ ]**  | Completion of a course, degree or certificate |  |  |

**III. District and School PDP Support**

|  |
| --- |
| Administration will meet with you throughout the school year to discuss your progress through the classroom observation and post-observation conference process. You are encouraged to discuss your needs and your progress with administration at other times as needed throughout the year.  |

***My signature below indicates that I have received a copy of this Professional Development Plan and that I understand and contributed to its contents.***

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff Person’s Signature** |  | **Date** |  |
| **Supervisor’s Signature** |  | **Date** |  |