|  |  |  |  |
| --- | --- | --- | --- |
| **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: Learning Differences: Instructional Support Personnel (Non-Classroom) #2**

**The Instructional Support Personnel (Non-Classroom) demonstrates an understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.**

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

[ ] **The Instructional Support Personnel (Non-Classroom) designs, adapts, and delivers instruction or plan to address each student’s diverse learning strengths and needs and creates opportunities for students to demonstrate their growth in different ways.**

**[ ]  The Instructional Support Personnel (Non-Classroom) makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.**

**[ ]  The Instructional Support Personnel (Non-Classroom) designs instruction or plan to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.**

**[ ]  The Instructional Support Personnel (Non-Classroom) brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.**

**[ ]  The Instructional Support Personnel (Non-Classroom) incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.**

**[ ]  The Instructional Support Personnel (Non-Classroom) accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs and participates in the design and implementation of the IEP, where appropriate through curriculum planning and curricular and instructional modifications, adaptions and specialized strategies and techniques, including the use of assistive technology.**

**[ ]  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**

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| --- |
| 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** |  |