|  |  |  |  |
| --- | --- | --- | --- |
| **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: Content Knowledge: Instructional Support Personnel (Non-Classroom #4)**

**The Instructional Support Personnel (Non-Classroom) understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.**

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

**The Instructional Support Personnel (Non-Classroom) effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.**

**The Instructional Support Personnel (Non-Classroom) engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.**

**The Instructional Support Personnel (Non-Classroom) engages learners in applying methods of inquiry and standards of evidence used in the discipline.**

**The Instructional Support Personnel (Non-Classroom) stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.**

**The Instructional Support Personnel (Non-Classroom) recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.**

**The Instructional Support Personnel (Non-Classroom) evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.**

**The Instructional Support Personnel (Non-Classroom) uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.**

**The Instructional Support Personnel (Non-Classroom) creates opportunities for students to learn, practice, and master academic language in their content.**

**The Instructional Support Personnel (Non-Classroom) accesses school and/or district-based resources to evaluate the learner’s content knowledge.**

**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** |  |