|  |  |  |  |
| --- | --- | --- | --- |
| **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: Application of Content: Instructional Support Personnel (Non-Classroom #5)**

**The Instructional Support Personnel (Non-Classroom) understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

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

**The Instructional Support Personnel (Non-Classroom) develops and implements supports that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills to real world problems. (e.g., a generalizing a skill across content areas and to a variety of settings).**

**The Instructional Support Personnel (Non-Classroom) facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.**

**The Instructional Support Personnel (Non-Classroom) engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.**

**The Instructional Support Personnel (Non-Classroom) develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.**

**The Instructional Support Personnel (Non-Classroom) engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.**

**The Instructional Support Personnel (Non-Classroom) facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.**

**The Instructional Support Personnel (Non-Classroom) develops and implements supports for learner literacy development across the content areas.**

**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** |  |