|  |  |  |  |
| --- | --- | --- | --- |
| **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: Planning for Instruction: Instructional Support Personnel (Non-Classroom #7)**

**The Instructional Support Personnel (Non-Classroom) plans the supports for every student in meeting goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

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

**The Instructional Support Personnel (Non-Classroom) individually and collaboratively selects and creates learning experiences that are appropriate for goals and are relevant to learners.**

**The Instructional Support Personnel (Non-Classroom) plans how to achieve each student’s goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.**

**The Instructional Support Personnel (Non-Classroom) develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.**

**The Instructional Support Personnel (Non-Classroom) plans for learning experiences based upon assessment, data, prior learner knowledge, and learner interest.**

**The Instructional Support Personnel (Non-Classroom) plans collaboratively with professionals who have specialized expertise (e.g., special educators, Instructional Support Personnel (Non-Classroom), language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.**

**The Instructional Support Personnel (Non-Classroom) evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.**

**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** |  |