



Student Support Teachers

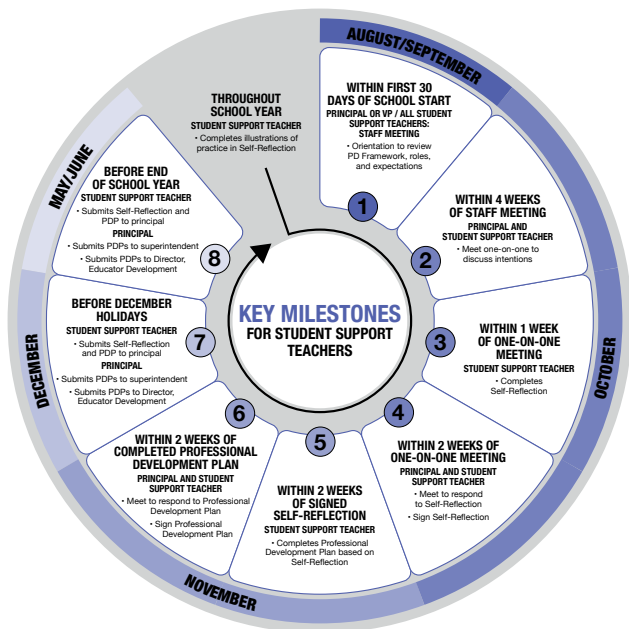
PROFESSIONAL DEVELOPMENT PLAN

STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN

This Professional Development Plan must be signed by both the student support teacher and the school leader three (3) times during the school year. See the Key Milestones graphic below for the steps at which the Professional Development Plan must be signed. For further information, consult the *Professional Development Framework Handbook for Student Support Teachers*.

STUDENT SUPPORT TEACHER NAME: _____ SCHOOL YEAR: _____

SCHOOL LEADER NAME: _____ SCHOOL: _____



STEP 4

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 7

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STEP 8

STUDENT SUPPORT TEACHER SIGNATURE: _____

SCHOOL LEADER SIGNATURE: _____

DATE: _____

STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL

STUDENT SUPPORT TEACHER PROFESSIONAL DEVELOPMENT PLAN

SAMPLE

GOALS	SPECIFIC	MEASURABLE	ACHIEVABLE	RELEVANT	TIME-PHASED	
STANDARD	DEVELOPMENT GOAL I WANT TO ACHIEVE	EVIDENCE TO DEMONSTRATE MY PROGRESSION AND GOAL ACHIEVEMENT	ACTIONS TO ACHIEVE MY GOAL	CONNECTION TO MY PROFESSIONAL GROWTH, MY SCHOOL'S PRIORITIES, AND MY STUDENTS' OUTCOMES	TIMEFRAME TO ACHIEVE MY GOAL	SCHOOL SUPPORT(S) TO ACHIEVE MY GOAL
1.4	Strengthen my ability to meet the specific needs of students who are learning in a second language	Student success indicators (e.g., literacy rates, test/exam scores)	Research; talk to other experienced student support teachers and teachers in other regions in Nunavut to learn effective strategies that they use to help students learning in a second language; use these strategies in my own practice	I want to ensure that I have the tools necessary to meet the specific needs of students learning in a second language; identifying and understanding the needs of these students will help me to engage with and support them more effectively	Within first two terms	Meetings/phone calls with fellow student support teachers and teachers to maximize my understanding and identify appropriate and effective classroom strategies to help students learning in a second language
2.5	Enhance my ability to effectively utilize ICT to meet the specific needs of students	Increased student use of ICT in classrooms	Research (theory and practice); access peer networks to understand how peers in other jurisdictions are effectively utilizing ICT to support students; communicate/share ideas with teachers, peers, School Team; contribute to the bookroom	I want to ensure that I am able to best utilize the ICT supports available in my school to support the needs of students; the school and department have invested in these supports and it is my responsibility to maximize students' benefit from these investments	Within first term	Meetings with teachers to identify gaps and areas for improvement, Internet access to facilitate online research, access to peers across Nunavut to identify best practices already in place
7.2	Develop my coaching skills in order to more effectively help teachers support and teach their students in the classroom	Improved student outcomes; positive feedback from teachers on the quality of support I provide them with	Consult with other student support teachers and learning coaches to learn about effective coaching strategies that they use; apply these strategies to my own practice	I want to make sure that I am providing teachers with the support that they need in order to improve their teaching practice and be more effective in the classroom, which will help improve student learning	Within first two terms	Consulting with other student support teachers and with learning coaches to learn effective coaching practices; meeting with teachers to get their feedback on how I can improve the support that I provide them with
12.1	Increase my understanding of other school staff roles and responsibilities	I will be able to clearly explain what the roles and responsibilities of other school staff are, and how they relate to my own role and responsibilities	Meet with a teacher, language specialist, learning coach, and principal to learn about their roles and responsibilities	Will help me to better understand how I fit in with all of the different roles in the school, and how we all can work together to ensure that students are safe, healthy, and achieving their learning goals	Within first term	Meeting with other school staff to learn about their roles