**Standard 12**

**Professional Growth Plan**

Use this form in conjunction with the Standards and Benchmarks for the ESA role in which you serve. Complete one form each standard, including those which you believe you may meet at this time.

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| Name: **Luisa F. Zapata** | | **Date:05/07/2014** | |
| District or approved Private School: Mukilteo School District | | | |
| Building and/or Assignment: Mariner High School | | | |
| Standard/Benchmarks: **Standard 9: Student assessment and Program Evaluation**  **Benchmarks:**  Using career inventories  documentation of using career-based software | | | |
| **Present Levels of Performance (Includes External Assessment and Self Reflection):**  During my time at Mariner High School, I did not use career inventories or career-based software with students. The focus of the school counselors at Mariner is on academic performance and guidance curriculum, among many other obligations they have. The College and Career Center was pointed to me as the place where students could go to take these inventories. Even though I have not had experienced with the benchmarks above, I have been very involved in guidance curriculum that is aimed at college preparation and financial aid. My advocacy project was geared toward college opportunities and academic performance in high school. I should have done more with career exploration as I understand the need for students to explore in depth their interests and abilities to choose a career path that can guide them throughout high school. This is something I would do if I had more time at Mariner. | | | |
| **New skills and/or knowledge needed to meet benchmarks?**  The most important skill I need to meet the benchmarks is to familiarize myself to a larger extent with the different types of inventories that are available at each school. I have had the chance to learn about all the inventories out there at Seattle U, however, I specifically want to learn how to use them properly with every student, which inventories are available for the students, how to evaluate the results, and how to give out the results to the students. Also, it would be great if a lesson plan was created around these different inventories so that students can take them in their free time. I definitely see an immense amount of importance on counselors doing more career exploration, and not just leaving that duty for the College and Career Center. This is a topic that I enjoy very much and hope to do more in the future. | | | |
| Professional Growth Action Plan | | | |
| What specific growth activities will you engage in to obtain the identified new learning and/or skills? | | | |
| **ACTIVITIES** | **RESOURCES NEEDED** | | **TARGET DATE** |
| Learn more in depth the different inventories that exist for career exploration. | Consult with College and Career Center if available in the school. If not, consult with counselors, and internet resources. | | September 2014 |
| Learn how to interpret results | Internet resources, College and Career center and/or counselors. | | September 2014 |
| Create a guidance lesson around career exploration. Also, having students use one or two inventories that allows them to start thinking about their futures after high school. | Create a Prezi or PowerPoint presentation for students. Having enough computers for students to take the inventories. Figure out when the best time for delivering is. Trying to deliver it before college and financial aid curriculum is presented. | | October 2014 |
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| **Evidence proposed to demonstrate meeting Standard/ Benchmarks:**  Delivering a 2 or 3 part guidance lesson  Using inventories with students during the lesson  Having complete knowledge about all the different inventories and/or career based software | | | |