

## LYCOMING CTC

293 Cemetery Street

Professional Development Plan (Act 48) | 2023 - 2026

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### ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

## PROFILE AND PLAN ESSENTIALS

Part time Career and Technology Center

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## PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? ( <a href="#">22 Pa Code, Chapter 4</a> )	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka ( <a href="#">22 Pa Code, 19</a> )	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? ( <a href="#">Act 48, Section 1205.1</a> )	Yes

**Professional Education Plan Guidelines**

**Yes/No**

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Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16) Yes

Does the professional development plan align with educator needs? (Act 48, Section 2) Yes

Do the implementation steps cover at least a three-year implementation horizon? Yes

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## **ACTION PLANS STEPS FROM COMPREHENSIVE PLAN**

## WORK-BASED LEARNING EXPERIENCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop business/employer partnerships across sending districts for each of the LycoCTC programs.	Workforce Development Coordinator, Executive Director, local business-industry partners	Developing business partnerships, engaging potential employers, promoting program goals and vision of LycoCTC	Business partnerships will be expanded for all programs to represent new businesses in each of our sending districts
Lead Person/Position		Anticipated Timeline	
Workforce Development Coordinator		04/03/2023 - 06/01/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	1-2 x per school year	1d: Demonstrating Knowledge of Resources	
Professional Learning Community (PLC)	1-2 x per school year	4d: Participating in a Professional Community	

## WORK-BASED LEARNING EXPERIENCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Review senior task lists for 80% completion to identify potential students for coop.	Workforce Development Coordinator, LycoCTC instructors	Program of study tasklist completion monitoring and evaluation	CSIU reports and work-based learning placement data
Lead Person/Position		Anticipated Timeline	
Executive Director/Workforce Development Coordinator		05/15/2023 - 06/01/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1-2 per year	3d: Using Assessment in Instruction	

## WORK-BASED LEARNING EXPERIENCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Meet with eligible students to discuss program requirements and determine their interest.	LycoCTC 2nd and 3rd year students	Facilitating cooperative education program enrollment of students	Pre-post conferences
Lead Person/Position		Anticipated Timeline	
Workforce Development Coordinator		05/15/2023 - 06/01/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	1-2 x per year	3c: Engaging Students in Learning	



## WORK-BASED LEARNING EXPERIENCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Discuss potential student placements and schedule changes with Lyco teacher, career counselor, and sending district counselors.	Lyco Instructors, Career Counselor, Sending District School Counselors	Cooperative education program requirements and opportunities	Documentation of meetings, discussion, and student placement outcomes
Lead Person/Position		Anticipated Timeline	
Workforce Development Coordinator		05/15/2023 - 06/01/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1-2 x per year	1c: Setting Instructional Outcomes	

## NOCTI CAREER STANDARD BENCHMARK

Action Step	Audience	Topics to be Included	Evidence of Learning
Communicate and collaborate with sending district special education supervisors on what the NOCTI assessment is, when it is given to students, what the allowable accommodations are, and how they need to be written in the IEP.	Lyco Instructors, Special Education Teachers	NOCTI Resources and Allowable Accommodations	Participation in test administration training
Lead Person/Position	Anticipated Timeline		
NOCTI Test Coordinator	04/15/2023 - 06/01/2026		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 x per year	4d: Participating in a Professional Community	

## NOCTI CAREER STANDARD BENCHMARK

Action Step	Audience	Topics to be Included	Evidence of Learning
Teachers will utilize available study guides provided by NOCTI through PDE	LycoCTC instructors	NOCTI Study Guides and Use of Student Data to Inform Instruction	Student responses from study guide questions are used to review and reteach standard areas
Lead Person/Position		Anticipated Timeline	
Executive Director		03/15/2022 - 06/01/2026	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 x per year	3d: Using Assessment in Instruction	

## CAREER PLANNING & GOAL ALIGNMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Analyze senior exit survey data with sending district school counselors and review recruitment, application, and career goal planning processes for incoming students.	School District Counselors, LycoCTC Career Counselor, School Administration	Career pathways, course selection and application process, career goals	Survey data
Lead Person/Position	Anticipated Timeline		
Executive Director	04/17/2022 - 06/01/2026		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	1-2 x per year	1b: Demonstrating Knowledge of Students	

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### ACT 48 REQUIRED TRAININGS

Audience	Topics to be Included	Evidence of Learning
Lyco instructors	Language and Literacy Acquisition for All Students, Opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings, Trauma-informed care, School safety including trauma-informed education awareness.	Completion of training modules, conferences, workshops, in-service
Lead Person/Position	Anticipated Timeline	
Executive Director	05/15/2023 - 06/01/2026	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Yearly		Trauma Informed Training (Act 18)
Inservice day	1 x per year		Teaching Diverse Learners in an Inclusive Setting
Inservice day	1 x per year		Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 x per year		School Safety including Trauma-informed Education Awareness (Act 44)

## BCTE REQUIRED TRAININGS

Audience	Topics to be Included	Evidence of Learning
Lyco instructors	Nontraditional(equity), Perkins post-secondary approval	Completion of training modules, conferences, workshops, in-service
Lead Person/Position		Anticipated Timeline
Executive Director		05/15/2023 - 06/01/2026

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	1 x per year		Nontraditional (equity) Regional Workshops
Inservice day	1 x per year		Perkins Postsecondary Approval in CATs

## **EVALUATION AND REVIEW**

### **DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.**

The LYCO CTC steering committee will review and assess the plan at the mid-point and end of each school. Teachers and staff feedback will be collected and analyzed by the team based on the following: a. Survey of teachers and staff to determine levels of satisfaction and to understand the strengths and weakness of the plan b. Analysis of activities and resources used in the plan. c. Alignment of plan initiatives to program goals, mission, and vision to determine the impact on teaching and learning outcomes.