

NORTH MONTCO TECH CAREER CENTER

1265 Sumneytown Pike

Professional Development Plan (Act 48) | 2023 - 2026

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.

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Jane Taylor	Parent	Parent of Child Attending	School Board of Directors
Diane Dorko	Ed Specialist	Education Specialist	Education Specialist
Stephen Monastra	Principal	Administrator	Administration Personnel
Matt Sauers	Local Business Rep.	Local Business Representative	School Board of Directors
Paul Delp	Community Rep.	Community Member	School Board of Directors
Charlie Cole	Teacher	High School Teacher	Teacher

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The Committee meets twice a year to review planned activities related to staff needs. We review teacher survey results including qualitative feedback on the quality of professional development as well as suggestions for improvement. In addition, we review the efficacy of peer coaching protocols based on feedback.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

WHOLE CHILD PROFESSIONAL LEARNING

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Train our teachers to recognize and address the well-being of the whole child. Train our Career Counselors and district guidance staff on career exploration and career pathways. Training Trauma Informed Track Discipline referrals Track Attendance</p> <p>Identify staff needs in their understanding and skills in the areas of teaching the whole child and restorative practices Survey staff Observations Inservice staff Restorative Practice Training Follow-up post activities with survey and new observations</p> <p>Examine NOCTI Data Use data to set instructional goals</p>	Teachers	MAX Teaching	Teachers will guide students to direct their own learning and scores will improve.
Lead Person/Position	Anticipated Timeline		
Assistant Director	08/28/2023 - 04/29/2024		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Workshop(s)	Once a year	3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings
Workshop(s)	Once a year	3e: Demonstrating Flexibility and Responsiveness 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Trauma Informed Training (Act 18)

STRENGTHEN INSTRUCTIONAL COACHING

Action Step	Audience	Topics to be Included	Evidence of Learning
Examine NOCTI Data Use date to set instructional goals	All educators	Use NOCTI data to identify instructional goals and then utilize peer coaching, instructional coaching, and learning walks to gather feedback and share best practices	Observational data, teacher reflection, Danielson rubric growth, student achievement data
Investigate peer coaching Conduct Learning Walks			
Lead Person/Position		Anticipated Timeline	
Director		08/30/2023 - 06/15/2026	

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)	Intermittently upon request and then expand out	1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	

SUPPORTING INDIVIDUAL CAREER PATHWAYS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide instruction and training to current NMTCC students to encourage lifelong learning, recognizing their entry level skills and open-mindedness to learning new processes and procedures. Classroom speakers Student Portfolios Career Counselor Lessons	All educators	Review of exit points and employability skills per area. Design experiences collaboratively to support lifelong learning and employability skills in general	Lesson planning, observation, feedback from students
Train NMTCC and district staff on multiple career pathways within the field of program of study with tiered exit points of employability.			

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborative Professional Development Communicate action plan item progress to NMTCC stakeholders.			
Lead Person/Position	Anticipated Timeline		
Director	08/30/2024 - 06/15/2025		

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly	1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1e: Designing Coherent Instruction	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	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 (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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? (Act 48, Section 1205.1)	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? (Act 48, Section 1205.1)	Yes
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

Professional Education Plan Guidelines

Yes/No

Are the following professional development activities included in the Act 48 Professional Development Plan?

Language and Literacy Acquisition for All Students

Yes

Teaching Diverse Learners in Inclusive Settings

Yes

At least 1-hour of trauma-informed care training for all staff

Yes

Professional Ethics Program Framework Guidelines

Yes

Culturally Relevant and Sustaining Education Program Framework Guidelines

Yes

Structured Literacy Program Framework Guidelines

Yes

When is the first year the LEA will offer Structured Literacy Training to the staff?

2023-
2024

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

Administrators, Special Education Case Managers, EL

Is the LEA using or planning to implement Structured Literacy (Select One)?

No, not using Structured Literacy model.

Describe your reading curriculum and include grade levels.

Grades 9-12 will use integrated literacy skills in CTE programing.

EVALUATION AND REVIEW

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

North Montco Administration will use Observations, Surveys, Learning Walks, Peer Observation feed back and student achievement to measure progress. North Montco Administration will monitor student performance on assessment testing.