

DELAWARE COUNTY TECHNICAL HIGH SCHOOL

100 Crozerville Road

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.

PROFILE AND PLAN ESSENTIALS

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Chris Hansen	Principal-Aston Campus	Administrator	Administration Personnel
Linda Lomas	Supervisor of Student Services	Administrator	Administration Personnel
Dan Palmer	Principal-Folcroft Campus	Administrator	Administration Personnel
Ron Contrady	Teacher	High School Teacher	Teacher
Michelle Kuc	Special Education Teacher	High School Teacher	Teacher

Name	Title	Committee Role	Appointed By
Diane Rouse	School Counselor	Education Specialist	Education Specialist
Kristen Pellegrino	School Counselor	Education Specialist	Education Specialist
Nikki Borradaile	Teaching and Learning Specialist	Education Specialist	Education Specialist
Daryl Hawkins	Teaching and Learning Specialist	Education Specialist	Education Specialist
Joyce Mundy	Assistant to the Executive Director for Teaching and Learning	Administrator	Administration Personnel
Trish McFarland	Parent/Chamber of Commerce	Parent of Child Attending	School Board of Directors
Kate McKeever	Workforce Development Board	Local Business Representative	School Board of Directors
Trish McFarland	Chamber of Commerce	Community Member	School Board of Directors

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 at least twice a year to discuss needs in professional development during the school year. Subcommittees are formed to

plan for upcoming professional development sessions and to discuss specific additional needs for professional development.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

SCHOOL CLIMATE AND CULTURE - ACTION PLAN OF SERVICES FOR SEL

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborate with DCIU Teaching and Learning staff to implement an annual action plan of services and activities based on data, student identified needs, and staff identified needs.	CTE Teachers, Support Staff, and Administration	Social emotional learning activities to maintain positive school climate where students and staff feel safe, respected, heard, and valued	Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration
Lead Person/Position			Anticipated Timeline
Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services			01/01/2024 - 06/30/2026

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)	Twice monthly during school years 2024, 2025, 2026	2d: Managing Student Behavior 3c: Engaging Students in Learning	Teaching Diverse Learners in Inclusive Settings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		2a: Creating an Environment of Respect and Rapport	
Professional Learning Community (PLC)	Twice monthly during school years 2024, 2025, 2026	2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 3c: Engaging Students in Learning	Common Ground: Culturally Relevant Sustaining Education

SCHOOL CLIMATE AND CULTURE - ACTION PLAN FOR RESTORATIVE PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Collaborate with DCIU Teaching and Learning staff to provide restorative practices professional development to administration and an initial group of teachers/staff.	CTE Teachers, Support Staff, and Administration	Restorative practices training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued	Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration
Provide job embedded coaching to support teachers with restorative practices.			

Action Step	Audience	Topics to be Included	Evidence of Learning
Lead Person/Position			Anticipated Timeline
Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services			09/01/2023 - 06/30/2024

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)	One a month training PLC with coaching model to assist in program implementation	2d: Managing Student Behavior 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	Common Ground: Culturally Relevant Sustaining Education

SCHOOL CLIMATE AND CULTURE - ACTION PLAN FOR NATIONAL CENTER FOR SAFE, SUPPORTIVE SCHOOLS GRANT

Action Step	Audience	Topics to be Included	Evidence of Learning
Participate in the NCS3 Grant process including required professional development and student services activities in collaboration with the DCIU Student Services and Teaching and Learning Departments.	CTE Teachers, Support Staff, and Administration	NCS3 training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued	Grant outcome reporting; Follow-up surveys of staff and students related to school climate and culture; observation data and walk through data collected by teaching and learning staff and DCTS administration
Lead Person/Position			Anticipated Timeline
Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services			09/01/2023 - 06/30/2026

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)	Twice monthly during school years 2024, 2025, 2026	1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning	

SCHOOL CLIMATE, CULTURE, AND INSTRUCTIONAL PRACTICES CTE/PDE REQUIRED TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide required trainings and professional developments related to CTE/PDE mandates and requirements	CTE Teachers, Support Staff, and Administration	Professional Development training activities and implementation strategies to maintain positive school climate where students and staff feel safe, respected, heard, and valued relating to CTE/PDE require Safety/Emergency Planning, Structured Literacy, Perkins Training, Special Education Transition and Plan Training, Non-Traditional Students and Equity/Access to CTE Programs Training, and Professional Ethics.	Completion of the online training modules with certificate indicating adequate assessment level on training content
Lead Person/Position			Anticipated Timeline
Chris Hansen, Principal-Aston Dan Palmer, Principal-Folcroft Linda Lomas, Supervisor of Student Services Stacy Delaney, Supervisor of Practical Nursing Program			09/01/2023 - 06/30/2026

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	At least one day per year related to safety and emergency planning at all DCTS campuses		At Least 1-hour of Trauma-informed Care Training for All Staff
Inservice day	Adequate time to complete the training and mandate related to CTE/PDE required professional development in Structural Literacy	4e: Growing and Developing Professionally	Structured Literacy
Professional Learning Community (PLC)	Adequate time to complete the training and mandate related to CTE/PDE required professional development in Professional Ethics	4f: Showing Professionalism	Professional Ethics
Professional Learning Community (PLC)	Adequate time to complete the training and mandate related to CTE/PDE required professional development in Special Education Plan and Transition Services	4e: Growing and Developing Professionally	Indicator 13 Effective Practices in Transition Training
Professional Learning Community (PLC)	Adequate time to complete the training and mandate related to CTE/PDE required professional development in Special Education Plan and Transition Services		Special Education State Plan Training

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	Adequate time to complete the training and mandate related to CTE/PDE required professional development in Non-Traditional (equity) Participation in CTE Programming	1b: Demonstrating Knowledge of Students	Nontraditional (equity) Regional Workshops

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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)?

Special Education Teachers, Administration, Reading Coach

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

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

The professional education plan is evaluated annually by the school leadership team, local advisory committee, and professional development committee. This process includes surveys, observations, learning walks, data review of student achievement, and program training needs.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Superintendent or Chief Administrative Officer:

Date