

CTC OF LACKAWANNA COUNTY

3201 Rockwell Avenue

Professional Development Plan (Act 48) | 2022 - 2025

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

Career Technology Center

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3201 Rockwell Ave, Scranton, Pennsylvania 18508

Kyle Mr. Linko

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Karla Carlucci

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Karla Carlucci	Director	Karla Carlucci	School Board of Directors
Dom Carachilio	Assistant Principal	Dom Carachilio	Administration Personnel
Kyle Linko	Supervisor of CTE	Kyle Linko	Administration Personnel
Christine Menichini	Teacher	Christine Menichini	Teacher
Colleen Stepanovich	Continuing Ed Supervisor	Colleen Stepanovich	Administration Personnel
Lisa Bieri	Special Needs Coordinator	Lisa Bieri	Administration Personnel

Name	Title	Committee Role	Appointed By
John Moran	Teacher	John Moran	Teacher
Tom Czachor	Teacher	Tom Czachor	Teacher
Judy Castrogiovanni	Parent	Judy Castrogiovanni	School Board of Directors
John Judge	Fire Chief/Emergency Management Coordinator	John Judge	School Board of Directors
Virginia Turano	Executive Director, Lackawanna Workforce Development Board	Virginia Turano	School Board of Directors
Jeanine Engleman	Chief Academic Officer	Jeanine Engleman	Education Specialist
Jeff Kovaleski	Principal	Jeff Kovaleski	Education Specialist
Karen Lipnichan	Programs of Study Coordinator & Recruiter	Karen Lipnichan	Education Specialist
Joseph Mondak	Joint Operating Committee Chairperson	Joseph Mondak	School Board of Directors
Amy Luyster	Vice President,Scranton Chamber of Commerce	Amy Luyster	School Board of Directors
Pat Sheehan	Superintendent, Mid Valley School District	Pat Sheehan	Administration Personnel
Tim Frank	Academic Program Specialist, Johnson College	Tim Frank	Education Specialist
Rebecca Rinella	Print Production Instructor, CTCLC	Rebecca Rinella	Teacher
Kyle Linko	Supervisor of CTE	Kyle Linko	School Board of Directors
Janet Yontas	Practical Nursing Director, CTCLC	Janet Yontas	Administration Personnel

Name	Title	Committee Role	Appointed By
Nicole Gaetano	School Counselor	Nicole Gaetano	Education Specialist

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 once a month to go over Professional development topics and debrief on the current status of the teachers that are in the mentoring program. The committee also discusses what PD should be offered during in-service as well as during the assigned PD sessions the teachers attend twice a week.

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? (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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STUDENT SURVEY TOOL PD

Action Step	Audience	Topics to be Included	Evidence of Learning
Adopt a data tool to survey students on their social and emotional well being.	Administration, Teachers, and paraeducators	Professional development on the implementation of a student survey tool.	Successful implementation of data tool
Lead Person/Position		Anticipated Timeline	
Kyle Linko - Supervisor of CTE		10/31/2022 - 01/31/2023	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One professional development training.		

DEI PD

Action Step	Audience	Topics to be Included	Evidence of Learning
DEI coaching and Professional Development to be provided to both staff and students.	Faculty, staff and students.	Diversity, Equity and Inclusion	Provide professional development to staff as well as provide coaching and interventions to the student body, classes, and individual students pertaining to the topic of DEI resulting in increasing the inclusiveness of the school and individual classrooms.
Lead Person/Position			Anticipated Timeline
Sherrecia Jackson - Learning Loss Recovery Coordinator			10/31/2022 - 06/09/2023

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	Quarterly for teachers via PD sessions and/or in-services; Monthly for students in individual classrooms.		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

CONTINUOUS TEACHER IMPROVEMENT

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	PDE 339	Updating their program binders/drives/folders with current and relevant information for the 339 reviews.

Lead Person/Position	Anticipated Timeline
Kyle Linko, Supervisor of CTE	08/30/2022 - 03/13/2023

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	Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15- 4:00 throughout the school year.		

SUICIDE AWARENESS

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	Suicide awareness	Certificate of Completion

Lead Person/Position	Anticipated Timeline
Kyle Linko	08/30/2022 - 08/31/2022

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	One day to complete said training.		School Safety including Trauma-informed Education Awareness (Act 44)

DIVERSITY, EQUITY AND INCLUSION (DEI)

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	Diversity, Equity and Inclusion (DEI)	Monitoring and making sure the ideas and topics that are being covered in the PD sessions are implemented in the classroom.

Lead Person/Position	Anticipated Timeline
Kyle Linko	09/06/2022 - 07/07/2025

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)	Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15-4:00 throughout the school year.		Teaching Diverse Learners in an Inclusive Setting

INSTRUCTIONAL STRATEGIES, DIFFERENTIATED INSTRUCTION, ASSESSMENT, ETC.

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	Instructional strategies, differentiated instruction, assessment, etc.	The Professional Development Committee will meet routinely to analyze the effectiveness of the PD sessions and the fidelity of implementation of our PD plan.
Lead Person/Position		Anticipated Timeline
Kyle Linko		09/06/2022 - 06/06/2023

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)	Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15-4:00 throughout the school year.		Teaching Diverse Learners in an Inclusive Setting

TAP WRITING IN CTE PROGRAMS. LANGUAGE AND LITERACY STRATEGIES FOR ALL TYPES OF LEARNERS.

Audience	Topics to be Included	Evidence of Learning
Teachers	The integration of Collin's writing and technology via Jam Board, Slides, Docs, etc. Also, integration of MAX Teaching literacy strategies.	The teachers will be instructed to use at least one of the tools taught in the PD sessions and come back with student evidence on how the said activity went. They will share in the sessions what worked, what didn't, and what they thought of the tool (s). This will be done with all the teachers in the PD sessions.

Lead Person/Position	Anticipated Timeline
Dr. Jen Bean (Tap Consultant), Todd Luke, and Kyle Linko	12/06/2022 - 06/06/2024

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)	Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15- 4:00 throughout the school year.		Language and Literacy Acquisition for All Students

MAX TEACHING

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	NOCTI Data Analysis and Classroom Modeling. Develop lessons utilizing a variety of instructional strategies as well as deliver the lessons as content literacy-based instruction. Debrief, reflect, and comment with all in the PD sessions.	The teachers will be instructed to use at least one of the tools taught in the PD sessions and come back with student evidence on how the said activity went. They will share in the sessions what worked, what didn't, and what they thought of the tool (s). This will be done with all the teachers in the PD sessions.
Lead Person/Position		Anticipated Timeline
Todd Luke and Kyle Linko		01/03/2023 - 06/06/2023

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)	Teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15- 4:00 throughout the school year.		Language and Literacy Acquisition for All Students

EVALUATION AND REVIEW

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

The focus will be on research-based instructional strategies, differentiated instruction, formative and summative assessment data to guide instructional decisions, and collaboration among all stakeholders. Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. • Using disaggregated student data to determine educators' learning priorities. • Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment. • Professional Development activities are developed that support implementation of strategies identified in the CTCs and Instructors' PD plans. The Professional Development Committee will meet routinely to analyze the effectiveness of the PD sessions and the fidelity of implementation of our PD plan. In addition, teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15-4:00 throughout the school year. The professional development activities will support the needs of the teachers in meeting our goal of increased student achievement. The spirit of Professional Development here at the CTCLC is to: Enhance the educator's content knowledge in the area of the educator's certification or assignment. Increase the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empower educators to work effectively with parents and community partners.

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.

Kyle Linko

08/18/2022

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.

Karla Carlucci

10/17/2022

Superintendent or Chief Administrative Officer:

Date