

CTC OF LACKAWANNA COUNTY

3201 Rockwell Avenue

Professional Development Plan (Act 48) | 2025 - 2028

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
5. 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.
6. 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.
7. 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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Kyle Linko

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Karla Carlucci	Director	Administrator	School Board of Directors
Kyle Linko	Supervisor of CTE	Administrator	Administration Personnel
Dominick Carachilio	Asst. Principal	Administrator	Administration Personnel
Christine Menichini	Teacher	High School Teacher	Teacher
Colleen Stepanovich	Special Projects and Con't Ed coordinator	Administrator	Administration Personnel
Stephanie Branning	Director of Special Ed.	Administrator	Administration Personnel
John Moran	Teacher	High School Teacher	Teacher
Thomas Czachor	Teacher	High School Teacher	Teacher
John Judge	Fire Chief/Emergency Management Coordinator	Community Member	School Board of Directors
Virginia Turano	Executive Director, Lackawanna Workforce Development Board	Local Business Representative	School Board of Directors
Jeanine Engleman	Chief Academic Officer	Education Specialist	Education Specialist
Joseph Mondak	Joint Operating Committee Chairperson	Other	School Board of Directors
Amy Luyster	Vice President,Scranton Chamber of Commerce	Local Business Representative	School Board of Directors
Janet Yontas	Practical Nursing Director, CTCLC	Administrator	Administration Personnel
Sherricia Jackson	Essentials Skills Coordinator	Education Specialist	Education Specialist
Bryan Peck	Parent	Parent of Child Attending	School Board of Directors
Abbey Judge	Pre-College Programs Director	Community Member	School Board of Directors
Bonnie Baker	Co-op Coordinator	Education Specialist	Education Specialist

Mark McAndrew	Teacher	K-12 Teacher	Teacher
Patrick McLane	Teacher	K-12 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 PD Committee meets once a month to review professional development topics and debrief on the current status of teachers in the mentoring program. The committee also discusses what PD should be offered during in-service as well as during the assigned PD sessions that the teachers attend twice a week.

Action Plans Steps from Comprehensive Plan

Career Expansion Professional Development

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Conduct a targeted open house for certain programs that are stagnant or have a decline in enrollment. Explore and implement schedule optimization by investigating alternate scheduling models (e.g., extended day programs, rotating weeks, or staggered sessions) by March 2026 to possibly pilot one optimized scheduling model in a high-demand program by fall 2026. 	Potential students and families from member districts.	Program-Specific Topics, Overview of the Program/Curriculum, Certifications & Credentials Offered, Tools, Equipment, and Technology Used, Student Projects & Hands-On Learning, Career Pathways & Future Opportunities	Student products and interactive elements that showcase what students know and can do such as portfolios, projects, certifications, etc.

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Administrative Team	10/13/2026 - 10/31/2028

Learning Format

4Action Plans Steps - 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	Every fall as well as possibly during summer camps.		

Other Professional Development Activities

Preparing Students for Workforce Success Through Curriculum Design

5 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Administration, Teachers, and paraeducators	Building Student Responsibility and Work Ethic in the Classroom Strategies to Foster Adaptability and Flexibility Promoting Self-Motivation and Goal Setting Encouraging Lifelong Learning in Lesson Planning Developing Leadership through Student Roles and Activities	Pre- and post-PD self-assessments using a SkillsUSA Framework rubric Commitment/action plans outlining how educators will implement what they've learned in the next quarter/semester Artifacts from breakout groups or workshops (lesson templates, strategy lists, anchor charts) Feedback forms with open-ended questions to assess understanding and buy-in

6 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Mr. Jackson- Essential Skills Coordinator and Kyle Linko	09/02/2024 - 06/12/2025

Learning Format

7 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Quarterly for teachers via PD sessions and/or in-services; Monthly for students in individual classrooms.		Teaching Diverse Learners in Inclusive Settings

Embedding literacy into everyday Teaching.

8 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers	<p>Overview of Collins Writing Types 1–5 Embedding Type 1 (quick writes) for reflection and comprehension Using Type 2 to assess understanding of key content Type 3 for building writing skills with content accuracy and mechanics Examples of prompts across different subject areas Student writing as a formative assessment tool Identifying similarities and differences (using graphic organizers) Summarizing and note-taking (Cornell Notes, one-sentence summaries) Reinforcing effort and providing recognition (using writing rubrics) Nonlinguistic representations (concept maps, sketches) Generating and testing hypotheses (argumentative writing & analysis) Embedding vocabulary instruction with academic and content-specific terms</p>	<p>Type 1: Quick writes or exit tickets that show initial thoughts or understanding e.g., "List 3 things you learned about electrical circuits today." Type 2: Responses graded for correctness (content understanding) e.g., "Explain how to properly sanitize kitchen tools in a commercial kitchen." Type 3/4: Structured writing with content accuracy, focus correction areas (FCA), and revision e.g., Writing a paragraph that explains the difference between MIG and TIG welding with FCA: topic sentence, technical terms, correct punctuation. Rubric-scored writing samples Learning journals or reflective writing logs</p>

9 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
TAP Consultant (Dr. Dickerson) and Mr. Linko (Supervisor of CTE)	09/10/2024 - 06/12/2026

Learning Format

10 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	The consultants visit once a month throughout the year. Mr. Linko has the teachers during professional development (PD) twice a week throughout the year.		Teaching Diverse Learners in Inclusive Settings

TAP Writing in CTE Programs. Language and Literacy strategies for all types of learners.

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers	The integration of Collins' 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 professional development (PD) sessions and return with student evidence on how the activity went. They will share in the sessions what worked, what didn't, and their thoughts on the tool(s). This will be done with all the teachers in the PD sessions.

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Dr. Jen Bean (Tap Consultant), Todd Luke, and Kyle Linko	09/03/2024 - 06/08/2026

Learning Format

13Action Plans Steps - 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 to 4:00 throughout the schoolyear.		Language and Literacy Acquisition for All Students

MAX Teaching

14 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	NOCTI Data Analysis and Classroom Modeling. Develop lessons using a variety of instructional strategies and deliver them 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 return with student evidence on how the activity went. They will share in the sessions what worked, what didn't, and their thoughts on the tool(s). This will be done with all the teachers in the PD sessions.

15 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Todd Luke and Kyle Linko	01/06/2025 - 06/13/2025

Learning Format

16 Action Plans Steps - 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 to 4:00 throughout the school year.		Language and Literacy Acquisition for All Students

Continuous Teacher Improvement

17 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
CTCLC Teachers	CTE 360	Updating their program documents and grading tasks in CTE360

18 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Kyle Linko	09/03/2024 - 06/12/2026

Learning Format

19 Action Plans Steps - 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 to 4:00 throughout the schoolyear.		Indicator 13 Effective Practices in Transition Training

Creating Conditions for Every Student to Thrive

20 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Faculty, staff, and students.	Understanding Student Identity & Experience, Building an Inclusive Learning Environment, Collaborative School Culture, and Leadership & Advocacy	Provide professional development to staff and offer coaching and interventions to the student body, classes, and individual students on topics discussed above, aiming to increase the inclusiveness of the school and its classrooms.

21 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Kyle Linko and Mr. Jackson	09/03/2024 - 06/11/2027

Learning Format

22 Action Plans Steps - 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)	Quarterly for teachers via PD sessions and/or in-services; Monthly for students in individual classrooms.		Common Ground

Mentoring/Teacher Induction

23 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
New Teachers	Mandated Reporter, Act 126 Act 13 Educator Effectiveness Suicide Training Trauma Informed Schools training Professional Ethics Other pertinent topics as identified in the Induction Plan submitted to PDE such as: Understanding Classroom Engagement ¦ Understanding CTC Operations ¦ Understanding Special Needs Students ¦ Understanding CTCLC Student Population ¦ Understanding Career and Technical Education ¦ Understanding Professional Conduct	Mentoring checklist of professional development activities

24 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Kyle Linko	09/30/2024 - 06/30/2028

Learning Format

25 Action Plans Steps - 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)	During New Teacher Orientation and weekly after that.		Professional Ethics

In-service PD and ongoing weekly PD sessions

26 Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff for inservices; teachers for PD	Act 55 topics including SITUATIONAL AWARENESS, TRAUMA-INFORMED APPROACHES, BEHAVIORAL HEALTH AWARENESS, Suicide and Bullying Awareness, Substance Abuse Awareness, Emergency Operations Plan and the Standard Response Protocol, Threat Assessment Training. Other appropriate school safety topics as deemed necessary by the School Safety Committee and/or the PD Committee.	Signature sheets of attendance, conducting drills to assess understanding and potential errors or issues that needs to be addressed,

27 Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Dominick Carachilo, School Safety Coordinator	08/24/2025 - 06/30/2028

Learning Format

28 Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Ongoing throughout the year as well as in weekly PD sessions for teachers.		At Least 1-hour of Trauma-informed Care Training for All Staff

Professional Development Plan Assurances

29 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
When is the first year the LEA will offer Structured Literacy Training to the staff?	2026-2027
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)? NA	
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. NA	

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 on detailed needs assessments that use student assessment results to target instructional areas that need improvement. • 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 to support the implementation of strategies identified in the CTCs and Instructors' PD plans. The Professional Development Committee will meet regularly to analyze the effectiveness of the PD sessions and the fidelity of implementation of our professional development plan. In addition, teachers will attend professional development sessions on Tuesdays and Thursdays from 3:15 to 4:00 p.m. throughout the school year. The professional development activities will support 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 related to their certification or assignment. Enhance the educator's teaching skills based on research on effective practices, with a focus on 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.