

DELAWARE COUNTY TECHNICAL HIGH SCHOOL

100 Crozerville Road

Professional Development Plan (Act 48) | 2026 - 2029

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 and Technical Center

125232407

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Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Chris Hansen	Principal-Aston	Administrator	Administration Personnel
Dan Palmer, Ed.D.	Principal-Folcroft	Administrator	Administration Personnel
Tracy Costa, Ed.D.	Supervisor of Student Services	Administrator	Administration Personnel
Jennifer Rudzinski	Teacher - Instructional Coach	High School Teacher	Teacher
Diane Rouse, Ed.D.	School Counselor	Education Specialist	Education Specialist
Michele McGlynn	Parent and Community Member	Parent of Child Attending	School Board of Directors
Kenyatta Smith	Teacher and Parent of Student Attending	High School Teacher	Teacher
Daryl Hawkins, Ed.D.	Teaching and Learning Climate Coordinator	Community Member	School Board of Directors
Elyse Mignone, Ed.D.	Teaching and Learning Specialist	Community Member	School Board of Directors
Stacy Delaney	Supervisor of Practical Nursing Program	Local Business Representative	School Board of Directors
Kate McGeever	Executive Director Delaware County Workforce Development Board	Local Business Representative	School Board of Directors
Joyce Mundy, Ed.D.	Assistant to the Executive Director	Local Business Representative	School Board of Directors
Stephen Butz, Ed.D.	Director of CTE	Administrator	Administration Personnel

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 as part of the Perkins Stakeholders and Local Advisory Committee processes 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

Goal 1 - Strategy 1: Alignment of CTE Practices

2 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Delaware County Technical Schools (DCTS) will continue the implementation of a unified, data-informed continuous improvement framework that aligns leadership practices, instructional decision-making, and student supports across all programs to improve organizational coherence and student outcomes. 	Administration, instructional coaches, teachers, student support professional staff	Continuous improvement cycle, high quality leadership practices, technical program design, student outcome data analysis	Use of continuous improvement cycle, observation of data analysis driving technical program design, student outcome increases

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

Lead Person/Position	Anticipated Timeline
Director of CTE, Principals, Supervisors	07/01/2026 - 06/30/2029

Learning Format

4 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
Professional Learning Community (PLC)	PLC for expanded leadership team meeting on a twice a month basis	<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 4a: Reflecting on Teaching 	Nontraditional (equity) Regional Workshops
Professional Learning Community (PLC)	PLC for expanded leadership team meeting on a twice a month basis	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 1f: Designing Student Assessments 	Teaching Diverse Learners in Inclusive Settings

Goal 2 -- Strategy 1: Instructional Practice/Quality

5 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> DCTS will strengthen instructional quality and consistency across all technical programs by expanding Professional Learning Communities (PLCs) and job-embedded coaching, with targeted supports for early-career and newly hired technical teachers through weekly large or small group PLCs facilitated by building principal and instructional coaches. 	Administration, instructional coaches, teachers, student support professional staff	Continuous improvement cycle, high quality instructional practices, technical program design, student outcome data analysis	Use of continuous improvement cycle, observation of data analysis driving technical program design, student outcome increases

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

Lead Person/Position	Anticipated Timeline
Director of CTE, Principals, Supervisors	07/01/2026 - 06/30/2029

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
Professional Learning Community (PLC)	Weekly during shared technical planning time	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing 	Professional Ethics

		<ul style="list-style-type: none"> Coherent Instruction 1f: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 2c: Managing Classroom Procedures 4f: Showing Professionalism 4e: Growing and Developing Professionally 	
Professional Learning Community (PLC)	Weekly during shared technical planning time	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 	Language and Literacy Acquisition for All Students
Seminar(s)	Multiple times a year during planned inservice days and the Professional Learning Communities time around trauma-informed care, mental health needs/youth suicide awareness and prevention, threat assessment, student experiencing	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 	At Least 1-hour of Trauma-informed Care Training for All Staff

	homelessness/etc., and safety planning	<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 4c: Communicating with Families 	
Inservice day	Multiple times a year during planned inservice days and the Professional Learning Communities time around trauma-informed care, mental health needs/youth suicide awareness and prevention, threat assessment, student experiencing homelessness/etc., and safety planning	<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3c: Engaging Students in Learning • 4c: Communicating with Families 	Common Ground

Goal 3 -- Strategy 1: Strengthen Student Outcomes

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> • By June 2029, DCTS will sustain and enhance student career readiness 	Administration, instructional coaches,	Continuous improvement cycle, high quality instructional practices, technical	Use of continuous improvement cycle, observation of data analysis

outcomes by expanding aligned work-based learning, credential attainment, and postsecondary transition opportunities.	teachers, student support professional staff	program design, student outcome data analysis, creating high quality work based experiences	driving technical program design, student outcome increases
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9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of CTE, Principals, Supervisors, Instructional Coaches	07/01/2026 - 06/30/2029

Learning Format

10Action Plans Steps - 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)	Monthly discussions	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings

Goal 4 -- Strategy 1: Use of AI/emerging technologies

11Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> By June 2029, DCTS will implement a responsible and sustainable approach to artificial intelligence that enhances instruction, assessment, and planning while ensuring ethical use, data privacy, and alignment with educational best practices. 	Administration, instructional coaches, teachers, student support professional staff	Use of AI/emerging technologies, high quality instructional practices, technical program design, student outcome data analysis, creating high quality work based experiences	Observation of the use of AI/emerging technologies in technical instruction, observation of data analysis driving technical program design, student outcome increases

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

Lead Person/Position	Anticipated Timeline
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Director of CTE, Principals, Supervisors, Instructional Coaches	07/01/2026 - 06/30/2029
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Learning Format

13 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
Professional Learning Community (PLC)	Weekly during shared technical planning time	<ul style="list-style-type: none"> 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 	Teaching Diverse Learners in Inclusive Settings

Goal 4 -- Strategy 2: Expansion and Evolution of CTE

14 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> By June 2029, DCTS will continue the implementation of a process similar to PDE's ATPE process to review and when appropriate expand or reconfigure CTE programming in response to workforce demand,, enrollment trends, emerging technology, and facility capacity. 	Administration, instructional coaches, teachers, student support professional staff	Continuous improvement cycle, high quality CTE practices, technical program design, student outcome data analysis	Use of continuous instructional improvement cycle, observation of data analysis driving technical program design, student outcome increases

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

Lead Person/Position	Anticipated Timeline
Director of CTE, Principals, Supervisors	07/01/2026 - 06/30/2029

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
Professional Learning Community (PLC)	Quarterly	<ul style="list-style-type: none"> 2e: Organizing Physical Space 3a: Communicating with Students 3c: Engaging Students in Learning 	Common Ground

Goal 4 -- Strategy 3: Early Career Pathway Awareness

17 Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> By June 2029, DCTS will collaborate with sending districts and DCIU partners to expand developmentally appropriate career awareness and exploration opportunities for elementary and middle school students, with intentional alignment to DCTS career pathways. 	Administration, instructional coaches, teachers, student support professional staff, stakeholder partners in sending districts schools	career awareness, interest inventory, career pathways, technical programming	Career portfolio artifacts, feedback survey from partner districts staff

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

Lead Person/Position	Anticipated Timeline
Principals, supervisors, outreach coordinator	07/01/2026 - 06/30/2029

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
Workshop(s)	Yearly during spring; as decided upon	<ul style="list-style-type: none"> 3a: Communicating with Students 1a: Demonstrating Knowledge of Content and Pedagogy 	Teaching Diverse Learners in Inclusive Settings

Professional Development Plan Assurances

20Professional 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)? DCTS is an occupational career and technical school. We do not have any staff that meets the requirements to receive the Structured Literacy Training. DCTS contracts with DCIU for the provision of special education services and DCIU has included the required Structured Literacy Training in their Professional Development Plan. DCTS has had several administrators receive training based on the required Structured Literacy Training and will make sure that the contracted special education teachers participate in the Structured Literacy Training.	
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. DCTS is an occupational career and technical school. We do not have any staff that meets the requirements to receive the Structured Literacy Training. DCTS contracts with DCIU for the provision of special education services and DCIU has included the required Structured Literacy Training in their Professional Development Plan. DCTS has had several administrators receive training based on the required Structured Literacy Training and will make sure that the contracted special education teachers participate in the Structured Literacy Training.	

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

The professional education plan is evaluated at least 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. The use of the five levels of evaluation of professional development is used including student outcomes, demonstration of knowledge and skill acquisition, demonstration of staff and student learning, feedback/participant reaction to professional development/materials covered, and support by DCTS for changes needed.

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.

Stephen Butz

Superintendent or Chief Administrative Officer:

02/04/2026

Date