VENANGO TECHNOLOGY CENTER

One Vo Tech Drive

Professional Development Plan (Act 48) | 2024 - 2027

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
Mario S. Fontanazza Jr.	Director	Administrator	Administration Personnel
Jena Seidle	Special Populations Coordinator	Education Specialist	Education Specialist
Bob Moore	Cooperative Education Coordinator	Education Specialist	Education Specialist
Sarah Campbell	Coordinator of Student Services	Education Specialist	Education Specialist
Craig Kasunic	Oil City High School Principal	Administrator	School Board of Directors
Ian Bialo	Pathways Adolescent Center Director of Operations	Local Business Representative	School Board of Directors

Name	Title	Committee Role	Appointed By
Lance Hummer	Keystone Education Council Director	Community Member	School Board of Directors
Angel Prichard	Allied Health Teacher	High School Teacher	Teacher
Shanda Kelly	Administrative Assistant	Parent of Child Attending	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 Professional Development team meets once per school year to review, discuss, and revise the planned activities and outcomes. Additional activities to assist educators to work effectively are discussed and approved if the activity meets the educational needs of the VTC and its professional employees, so that they meet the specific needs of the students. If needed, the committee will meet additionally throughout the year.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

ACTIVITIES TO INCREASE STUDENT ATTENDANCE

Action Step	Audience	Topics to be Included	Evidence of Learning
Evaluate VTC 2023-2024 student attendance data to determine baseline for chronic absenteeism (students missing 16+ days).	All Venango Technology Center Students	Emphasis will be placed on the importance of attendance as it relates to being a dependable employee. Enhancing teaching skills and classroom management practices. Engaging all students in learning.	Attendance levels of students should increase. Classroom observations focusing on the implementation of practices learned.

Lead Person/Position	Anticipated Timeline
Mario Fontanazza/Director	08/27/2024 - 06/11/2027

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)	Monthly	3e: Demonstrating Flexibility and Responsiveness 3c: Engaging Students in	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
		Learning 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	
Inservice day	yearly	3c: Engaging Students in Learning 2b: Establishing a Culture for Learning	Teaching Diverse Learners in Inclusive Settings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED APPROACHES

Audience	Topics to be Included	Evidence of Learning
ALI VTC Staff	Recognition of the signs of trauma in students. Best practices for schools and classrooms regarding trauma-informed approaches, including utilization of multitiered systems of support. Recognition of the signs of the impact of secondary trauma on school employees and appropriate resources for school employees who are experiencing secondary trauma. The school entity's policies regarding trauma-informed approaches, The school entity's policies regarding connecting students with appropriate services. Pedagogy that recognizes the signs and symptoms of trauma and integrates knowledge about trauma for the purpose of promoting resiliency among students.	The staff member will be issued a certificate of completion from the PCCD

Lead Person/Position	Anticipated Timeline
Mario S. Fontanazza Jr.- Director	08/21/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Yearly as required by law.	2d: Managing Student Behavior 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally	At Least 1-hour of Trauma-informed Care Training for All Staff

PROFESSIONAL ETHICS PROGRAM AT THE VENANGO TECHNOLOGY CENTER

Audience	Topics to be Included	Evidence of Learning
All VTC Instructional Staff	Principle I: Responsibility to the Profession Principle II: Responsibility for Professional Competence Principle III: Responsibility to Students Principle IV: Responsibility to the School Community Principle V: Responsible and Ethical Use of Technology	These items will be discussed at monthly staff meetings after the initial inservice introduction.

Lead Person/Position	Anticipated Timeline
Mario S. Fontanazza Jr- Director	08/21/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	monthly after the initial in-service introduction	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Professional Ethics

LANGUAGE ACQUISITION FOR CAREER AND TECHNICAL EDUCATION

Audience	Topics to be Included	Evidence of Learning
All VTC Instructional Staff	Concepts in Action: five key concepts underlying contextualized English language instruction 1. Identifying future pathways: career awareness, career exploration, and goal setting; 2. Learning-to-learn: direct instruction and practice with the study skills needed for workplace training and technical education; 3. Developing workplace and training vocabulary: strategies and tasks that support autonomous vocabulary learning strategies (VLS); 4. Demonstrating soft skills: skills that lead to increased employability; and 5. Problem solving: scenarios and higher level thinking tools to address cross-cultural workplace issues.	Although we historically do not have any English Language Learning students, these items will be discussed at monthly staff meetings after the initial inservice introduction.

Lead Person/Position	Anticipated Timeline
Mario S. Fontanazza Jr- Director	08/21/2024 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	monthly after the initial in-service introduction	3a: Communicating with Students 4c: Communicating with Families	Language and Literacy Acquisition for All Students

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?	2024-2025
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)? None of the teachers will. We are a part time CTC and do not offer any of the above mentioned areas.	
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. We are a part time CTC and incorporate Max Teaching strategies for literacy infusion into our lesson planning.	

EVALUATION AND REVIEW

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

Professional Education Committee meets annually to discuss, review, revise and approve professional development activities. Professional development activities are based upon detailed needs assessments that utilize student assessment results to target instructional and curricular areas that need strengthening and alignment. An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall e effectiveness of the professional development initiative. Professional development initiatives include components that provide ongoing support to teachers regarding implementation. Evaluation is focused on the impact on teaching practices and student learning. The director meets individually with teachers to discuss student achievement, and to provide insight into professional development activities that will help increase and develop learning.

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.

Mario S Fontanazza Jr	01/05/2024
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.

Mario S Fontanazza Jr	01/05/2024
Superintendent or Chief Administrative Officer:	Date