

Greater Altoona CTC

**CTC Plan**

07/01/2020 - 06/30/2023

# CTC Profile

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## Demographics

1500 4th Avenue  
Altoona, PA 16602  
(814)946-8450

AYP Status: Not Provided  
Administrative Director: Eric Palmer

## Planning Process

A Planning Committee has been formed and charged with oversight of the Comprehensive Planning process. Subcommittees will be identified to work on the individual plans: Professional Development, Teacher Induction, and Student Services. These subcommittees will meet regularly and will bring information to the Comprehensive Plan Committee mid-way in the process and for a final report before the 28-day public viewing and presentation to the Joint Operating Committee for approval at its October 28, 2019 meeting.

## Mission Statement

The mission of the Greater Altoona Career and Technology Center is to provide high school students and adult learners a superior career and technical education consistent with accepted academic and skill standards.

## Vision Statement

The GACTC strives to integrate academic and technical skill instruction for high school students and adult learners as required to achieve industry skill standards. The culture of the school fosters intrinsic motivation and rewards student initiative and teamwork. A premium is placed upon excellence in student achievement in both academic and skill-specific areas of study. Students convey a sense of ownership that reflects the dignity of work well done, thereby increasing a student's opportunity for a fulfilling life through a successful career.

The school envisions a learning environment that is progressive, well maintained, and incorporates innovative technology. Teachers inspire student learning and engage in professional development to enhance teaching skills. Students and staff take pride in personal appearance and embrace the importance of a professional demeanor.

The school serves as an important resource for local business and industry and is viewed as a first option for high school students and adults seeking a viable career path.

## Shared Values

- Career and Technical Education is an integral part of public education and plays an important role in economic and workforce development.
- Career and Technical Education requires a safe learning environment that resembles business and industry using state-of-the-art technology and equipment.
- Career and Technical Education integrates theory and skill development with academic standards to develop each student's potential.
- Career and Technical Education prepares students for immediate employment, postsecondary articulation, lifelong learning and responsible citizenship.
- The quality of Career and Technical Education is dependent upon a highly qualified instructional staff committed to continuing professional development.

## Educational Community

The Pennsylvania School Code of 1949, as amended, authorized the formation of area vocational technical schools. The Altoona Area Vocational-Technical School was founded in 1966 by agreement between the Altoona Area School District and the Bellwood-Antis School District. Thirty years later in 1996 an institutional name change took place. The school is now known as the Greater Altoona Career and Technology Center (GACTC). There are currently eight school districts that jointly sponsor the GACTC.

The board of governance, known as the Joint Operating Committee (JOC), is comprised of twenty members representing the respective school boards of the eight sponsoring school districts.

The GACTC offers twenty-seven approved secondary programs on a half-day basis and a number of fulltime adult programs. An intergenerational initiative also allows adults to enroll in secondary programs.

The GACTC holds institutional accreditation through the Middle States Association of Secondary Schools. A number of individual programs meet specific industry skill standards and hold additional certifications.

Approved PDE Programs for students at the secondary level include:

52.0401 Administrative Office Specialist

47.0604	Automotive Technology
47.0613	Automotive/Diesel Technology
47.0603	Collision Repair & Refinishing Technology
48.0703	Cabinetmaking/Finished Carpentry
46.0201	Carpentry/Construction
11.0201	Computer Programming/Oracle Academy
11.0901	Computer Technology/Cisco Academy
12.0401	Cosmetology
12.0508	Culinary Arts
51.0601	Dental Assistant
10.0399	Digital Printing Technologies
15.1301	Drafting/Design Technology
46.0399	Electrical Trades
15.0303	Electro Mechanical Engineering Technology
43.9999	Emergency Services
51.0899	Health Occupations
47.0201	Heating, Ventilation, Air Conditioning & Plumbing (HVAC/P)
46.0408	Interior Decorating & Finishing
52.0203	Logistics & Materials Management
46.0101	Masonry
11.0801	Multimedia & Web Design
47.0699	Outdoor Power Equipment Technology
48.0501	Precision Machining
52.1801	Retail Marketing/Entrepreneurship
50.0402	Visua Arts Technologies
48.0508	Welding Technology

## Planning Committee

Name	Role
Rob Gutshall	Administrator
Brad Howard	Administrator
Rebecca Kelly	Administrator
Cheyenne McIntyre	Administrator
Danielle Mehalick	Administrator
Eric Palmer	Administrator
Julie Patosky	Administrator
Michael Selvenis	Administrator : Professional Education
Nicole Zernick	Administrator
TBD TBD	Board Member
Mike Selvenis	Building Principal : Professional Education

TBD TBD	Business Representative
TBD TBD	Community Representative
Kathleen Gracey	Ed Specialist - School Counselor
Nicole Taneyhill	Ed Specialist - School Counselor
Not Applicable	Elementary School Teacher - Regular Education
Kathy DePiro	High School Teacher - Regular Education : Professional Education
Brian Kelley	High School Teacher - Regular Education : Professional Education
Lisa Kuhn	High School Teacher - Regular Education : Professional Education
Joseph Mauk	High School Teacher - Regular Education : Professional Education
Charles Miller	High School Teacher - Regular Education : Professional Education
David Palazzi	High School Teacher - Regular Education : Professional Education
Not Applicable	Middle School Teacher - Regular Education
TBD TBD	Parent
Chelsea Gibbons	Special Education Director/Specialist
Kylie Magargi	Special Education Director/Specialist
TBD TBD	Student
Shawn Cerully	Student Services Director/Specialist

# Core Foundations

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## Standards

### *Mapping and Alignment*

Standards	Mapping	Alignment
Arts and Humanities	Non Applicable	Non Applicable
Career Education and Work	Accomplished	Accomplished
Civics and Government	Non Applicable	Non Applicable
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Non Applicable	Non Applicable
Environment and Ecology	Non Applicable	Non Applicable
Family and Consumer Sciences	Non Applicable	Non Applicable
Geography	Non Applicable	Non Applicable
Health, Safety and Physical Education	Non Applicable	Non Applicable
History	Non Applicable	Non Applicable
Science and Technology and Engineering Education	Developing	Developing

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

*This narrative is empty.*

### *Adaptations*

*Checked answers*

*None.*

*Unchecked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

N/A

## Curriculum

### *Planned Instruction*

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

The CTC follows the Program of Study as defined by the PA Department of Education Bureau of Career & Technical Education. Each course has identified objectives of a planned course as outlined in learning guides documenting tasks aligned to standard. Learning guides are continually updated and revised as Programs of Study change at the state level. Additionally, GACTC instructors utilize input from their respective Occupational Advisory Committees to enhance and supplement the designated Program of Study. Mastery is measured by rubrics identifying industry standards in addition to the end-of-program NOCTI and NIMS assessments.

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### *Modification and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Planned instruction includes modifications and accommodations following Individualized Education Plans for identified students. Each program is supported with Special Education services as well as instructional assistants and aides assigned to various programs.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators

##### *Unchecked Answers*

- Career Cluster Chairs
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA's process for incorporating selected strategies.

Each instructional area is evaluated by both a formal classroom observation as well as walkthrough observation. The GACTC follows the law as described in Act 82.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

### *Responsiveness to Student Needs*

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was

Teaching objectives are aligned to the Program of Study developed by PDE and the Bureau of Career & Technical Education. Teachers have developed learning guides cross walked to units on the Program of Study and aligned to state academic standards.

## ***Recruitment***

### **(Comprehensive CTC only)**

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

N/A

Describe the process the CTC implements to recruit and assign the most effective and qualified teachers based on their industry experience.

N/A

## **Assessments**

### ***Local Graduation Requirements***

#### **(Comprehensive CTC who graduate students only)**

<b>Course Completion</b>	<b>SY 20/21</b>	<b>SY 21/22</b>	<b>SY 22/23</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### ***Local Assessments***

**(Comprehensive CTC who graduate students only)**

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities						
Career Education and Work						
Civics and Government						
PA Core Standards: English Language Arts						
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						
PA Core Standards: Mathematics						
Economics						
Environment and Ecology						
Family and Consumer Sciences						
Geography						
Health, Safety and Physical Education						
History						
Science and Technology and Engineering Education						

***Graduation Requirement Specifics*****(Comprehensive CTC who graduate students only)**

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *Checked answers*

- Not Applicable. Our LEA does not offer High School courses.

*Unchecked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

## *Methods and Measures*

### **Summative Assessments**

- NOCTI
- NIMS
- Certification Testing
- Teacher Developed Tests

- Textbook Assessments
- Program of Study Competency Rubrics

### **Benchmark Assessments**

- NOCTI Pre-Test
- Textbook Assessments, Quizzes
- Skill Projects

### **Formative Assessments**

- Questioning and Discussion
- Cooperative Learning
- Demonstration
- Performances
- Lab Activities and Projects

### **Diagnostic Assessments**

- NOCTI Pre-Test

## *Validation of Implemented Assessments*

### **(Comprehensive CTC only)**

#### *Checked answers*

*None.*

#### *Unchecked answers*

- External Review
- Intermediate Unit Review
- LEA Administration Review
- Career Cluster Chair Review
- Professional Learning Community Review
- Instructional Coach Review
- Teacher Peer Review

Provide brief explanation of your process for reviewing assessments.

N/A

## *Development and Validation of Local Assessments*

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

N/A

## *Collection and Dissemination*

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The GACTC uses a software program called Infinite Campus to collect, analyze, and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional staff.

### *Data Informed Instruction*

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The GACTC works closely with students, parents, and the sending schools to ensure students are progressing through the Program of Study. GACTC Guidance Counselors work closely with sending school counselors to continually monitor student progress. The NOCTI Pre-Test is given to twelfth grade students in the fall of their senior year in the program. The resulting data is analyzed by teachers and used to fill in the gap of student learning regarding their career and technical curriculum.

### *Assessment Data Uses*

#### **(Comprehensive CTC only)**

##### *Checked answers*

*None.*

##### *Unchecked answers*

- Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.
- Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.
- Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.
- Instructional practices modified or adapted to increase student mastery.

Provide brief explanation of the process for incorporating selected strategies.

N/A

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

## *Distribution of Summative Assessment Results*

### *Checked answers*

- Course Planning Guides
- Directing Public to the PDE & other Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and School Board
- Mass Phone Calls/Emails/Letters
- Newsletters
- Press Releases
- School Calendar
- Student Handbook

### *Unchecked answers*

*None.*

Provide brief explanation of the process for incorporating selected strategies.

The GACTC shares NOCTI results at meetings with the Local Advisory Committee, Occupational Advisory Committees, and Joint Operating Committee.

Provide brief explanation for strategies not selected and how the LEA plans to address their incorporation.

N/A

## **Safe and Supportive Schools**

### *Programs, Strategies and Actions*

#### *Checked answers*

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement

- School-wide Positive Behavioral Programs
- Conflict Resolution or Dispute Management
- Peer Helper Programs
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Comprehensive School Safety and Violence Prevention Plans
- Purchase of Security-related Technology
- Student, Staff and Visitor Identification Systems
- Placement of School Resource Officers
- Student Assistance Program Teams and Training
- Counseling Services Available for all Students
- Internet Web-based System for the Management of Student Discipline
- Coordination of Services with Sending School

*Unchecked answers*

*None.*

Explanation of strategies not selected and how the LEA plans to address their incorporation:

N/A

### ***Screening, Evaluating and Programming for Gifted Students***

**(Comprehensive CTC only)**

**Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)**

N/A

**Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).**

*This narrative is empty.*

**Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).**

*This narrative is empty.*

**Describe the gifted programs\* being offered that provide opportunities for acceleration, enrichment or both. \*The word "programs" refers to the continuum of services, not one particular option.**

*This narrative is empty.*

### ***Developmental Services***

*Checked answers*

- Academic Counseling

- Attendance Monitoring
- Behavior Management Programs
- Bullying Prevention
- Career Awareness
- Career Development/Planning
- Coaching/Mentoring
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

*Unchecked answers*

- Compliance with Health Requirements –i.e., Immunization
- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

The GACTC is a half time career and technical center. The services that are not checked are provided by the sending school.

### ***Diagnostic, Intervention and Referral Services***

*Checked answers*

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Student Assistance Program
- Coordination of Services with Sending School

*Unchecked answers*

- Casework

Explanation of diagnostic, intervention and referral services:

The GACTC is a half time career and technical center. The services that are not checked are provided by the sending school.

### ***Consultation and Coordination Services***

#### *Checked answers*

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)
- Home/Family Communication
- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- System Support
- Truancy Coordination
- Coordination of Services with Sending School

#### *Unchecked answers*

*None.*

Explanation of consultation and coordination services:

N/A

### ***Communication of Educational Opportunities***

#### *Checked answers*

- Course Planning Guides
- Directing Public to the PDE & Test-related Websites
- Individual Meetings
- Letters to Parents/Guardians
- Local Media Reports
- Website
- Meetings with Community, Families and Board of Directors
- Mass Phone Calls/Emails/Letters

- Newsletters
- Press Releases
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

*Unchecked answers*

*None.*

### ***Communication of Student Health Needs*** **(Comprehensive CTC only)**

*Checked answers*

*None.*

*Unchecked answers*

- Individual Meetings
- Individual Screening Results
- Letters to Parents/Guardians
- Website
- Meetings with Community, Families and Board of Directors
- Newsletters
- School Calendar
- Student Handbook
- Coordination of Services with Sending School

### ***Frequency of Communication***

Frequency of communication: **Quarterly**

### ***Collaboration for Interventions***

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

GACTC teachers collaborate with program-specific guidance counselors and special education instructors to provide appropriate interventions and monitor student progress on a continual basis to improve student achievement.

### ***Community Coordination***

Describe how you accomplish coordination with community operated before or after school programs and services for all grade levels through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The GACTC does not currently coordinate with community operated before and after school programs.

## Materials and Resources

### *Description of Materials and Resources*

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The GACTC Administration makes every effort to supply instructors with up-to-date curriculum materials and equipment. Over the last ten years, state equipment grants have enabled the school to purchase state-of-the-art equipment which aligns to national industry standards. Through the Federal Perkins Grant, the GACTC employs instructional aides to accommodate a diverse population of students with varying levels of need.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the LEA plans to address their incorporation:

N/A

### *SAS Incorporation*

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable

PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Full Implementation

Further explanation for columns selected "

The GACTC offers 27 secondary approved Programs of Study for ninth, tenth, eleventh and twelfth grade. Academics are integrated as appropriate within the CTE curricula. It is done in the form of reading, writing, and math integration into current curricula. The GACTC administrators, teachers, and counselors are utilizing the Standard Aligned System (SAS) to better integrate academic standards into each program.

## Professional Education

### *Characteristics*

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.			X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.			X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.			X	X
Empowers educators to work effectively with parents and community partners.			X	X

<b>Ctc Avts's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.			X	X

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.			X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.			X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.			X	X
Instructs the leader in managing resources for effective results.			X	X

Provide brief explanation of your process for ensuring these selected characteristics.

Six inservice days are dedicated to these characteristics:

Technical Assistance Program (TAP)

Pattan

PDE SOAR NOCTI/POS alignment workshops

Perkins

Integration Conference

PACTEC

Industry credentialing

Program certification

Teacher certification

Professional Learning Community

PACTA activities

PA Inspired Leadership (PIL)

Penn State University

I.U.08

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

### *Professional Development*

#### **Greater Altoona CTC Professional Development**

<b>Title:</b>	Discipline
<b>Description</b>	Provide training on effective discipline strategies and practices.
<b>Person Responsible</b>	Mike Selvenis

<b>Start Date:</b>	8/23/2019
<b>End Date:</b>	8/23/2019
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education
<b>Hours Per Session</b>	2
<b># of Sessions:</b>	1
<b># of Participants Per Session:</b>	50
<b>Provider:</b>	GACTC
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Training for all employees on various discipline practices and new policy at the GACTC involving effective classroom management techniques.
<b>Research &amp; Best Practices Base:</b>	Development of individual plans of action for students exhibiting behavior issues. Research and practices utilizing Positive Behavior Interventions and Support and restorative practices have proven to produce long-term positive results.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> </ul>

	<ul style="list-style-type: none"><li>• Paraprofessional</li></ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"><li>• Middle (grades 6-8)</li><li>• High (grades 9-12)</li></ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"><li>• Feedback and problem solving with group at faculty meetings and individual meetings.</li></ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"><li>• Meetings with employees.</li></ul>

**Greater Altoona CTC  
Professional Development**

<b>Title:</b>	County Wide Inservice
<b>Description</b>	Blair County schools are working collaboratively to provide a wide array of PD opportunities for school district employees.
<b>Person Responsible</b>	IU in conjunction with Blair County schools
<b>Start Date:</b>	10/25/2019
<b>End Date:</b>	10/25/2019
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
<b>Hours Per Session</b>	2
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	25
<b>Provider:</b>	Blair County Schools
<b>Provider Type:</b>	IU and Blair County Schools
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Various PD topics to be covered.
<b>Research &amp; Best Practices Base:</b>	Various PD topics to be covered.
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</li> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for</li> </ul>

	<p>struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> <li>• Instructs the leader in managing resources for effective results.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• Series of Workshops</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• Supt / Ast Supts / CEO / Ex Dir</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• Classified Personnel</li> <li>• New Staff</li> <li>• Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Participant survey</li> </ul>

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

<b>Questions</b>
The LEA plans to conduct the required training on approximately:
2/14/2020 All employees

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
2/14/2020 All employees

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

<b>Questions</b>
Not Applicable for our school entity

### ***Strategies Ensuring Fidelity***

#### *Checked answers*

- 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 your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

Professional Development is focused, wide-ranging, and implemented with fidelity as demonstrated through planned professional development activities based on need, analysis of student data, teacher observations, to ensure implementation of fidelity. The Teacher Effectiveness Model will be used for engaging conversation to improve teacher effectiveness. Teachers are involved in a variety of PDE initiatives to ensure proper instruction and delivery of the Program of Study.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

## ***Induction Program***

*Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The GACTC provides an effective support system for new teachers. New teachers are provided with a mentor who is typically a highly-respected teacher holding a Vocational/Instructional II certification. In addition, the Administration meets regularly with new teachers to address concerns. The Field Resource Person assigned regularly to GACTC by Penn State University meets with new teachers on a regular basis.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

N/A

***Needs of Inductees***

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

*Unchecked answers*

- Student PSSA data.

Provide brief explanation of your process for ensuring these selected characteristics.

The GACTC Administration is responsible for ensuring that the needs of all inductees are met annually. Mentors meet with inductees on a daily/weekly basis to address all facets of student instruction. New teacher meetings are held with a new topic presented at each meeting to ensure that new teachers have an awareness and understanding of the entire educational process and the expectations placed on the new educator.

Provide a brief explanation for strategies not selected and your plan to address their incorporation.

N/A

### *Mentor Characteristics*

*Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

*Unchecked answers*

*None.*

Provide brief explanation of your process for ensuring these selected characteristics.

The Professional Development Committee and the Administration decide on appropriate mentor assignments for new teachers and have each mentor approved by the Joint Operating Committee. Mentors and inductees meet on a regular basis at an agreed-upon time. Chosen mentors have a thorough understanding of CTE curriculum and policies and procedures.

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

N/A

### *Induction Program Timeline*

Topics	A	O	D	F	A	Jun-Jul												
	u	c	c	e	p													
	g	t	c	b	r													
	-	-	-	-	-													
	S	N	J	M	M													
	e	o	a	a	a													
	p	v	n	r	y													
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	X												
Assessments	X	X	X	X	X	X												
Best Instructional Practices	X	X	X	X	X	X												
Safe and Supportive Schools	X	X	X	X	X	X												
Standards	X		X	X	X	X	X	X	X									
Curriculum	X				X	X	X	X	X	X								
Instruction	X					X	X	X	X	X	X							
Accommodations and Adaptations for diverse learners	X							X	X	X	X	X	X					
Data informed decision making	X								X	X	X	X	X	X				
Materials and Resources for Instruction	X									X	X	X	X	X	X	X		

If necessary, provide further explanation.

N/A

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

An Administrator meets mid-term with mentor and mentee and meets at the end of the year to sign off on the induction plan. Ongoing meetings with teachers, mentees, and administration occur throughout the school year.

### *Recording Process*

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

# Assurances

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## Safe and Supportive Schools

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

# Needs Assessment

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## CTC Accomplishments

### Accomplishment #1:

Integration of academic standards in learning guides/lesson plans.

### Accomplishment #2:

NOCTI performance is above Perkins indicator.

### Accomplishment #3:

Quality programs available to both high school students and adult student learners.

### Accomplishment #4:

Up-to-date equipment and immaculate facility to meet the training needs of students, business, and the community.

## CTC Concerns

### Concern #1:

Maintain high levels of support and cooperation from sending school districts to ensure enrollment numbers remain at acceptable levels ensuring the necessary funding to make appropriate equipment purchases and maintain facility.

### Concern #2:

Increase reading scores through implemented reading strategies based on yearly Perkins Indicators.

### Concern #3:

Increase math scores through integration of push-in mathematics learning modules.

### Concern #4:

Promote public awareness of career and technical education and the resources and opportunities available to high school and adult learners at the Greater Altoona Career & Technology Center.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #3*) Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

**Aligned Concerns:**

Increase reading scores through implemented reading strategies based on yearly Perkins Indicators.

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Increase math scores through integration of push-in mathematics learning modules.

**Systemic Challenge #2** (*Guiding Question #6*) Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Aligned Concerns:**

Maintain high levels of support and cooperation from sending school districts to ensure enrollment numbers remain at acceptable levels ensuring the necessary funding to make appropriate equipment purchases and maintain facility.

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Promote public awareness of career and technical education and the resources and opportunities available to high school and adult learners at the Greater Altoona Career & Technology Center.

**Systemic Challenge #3** (*Guiding Question #5*) Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

**Systemic Challenge #4** (*Guiding Question #9*) Establish a system within the school that fully ensures at least 95% of the students who are required to participate in PSSA testing do so. (Comprehensive CTC only)

# CTC Level Plan

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## Action Plans

**Goal #1:** Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.

### Related Challenges:

- Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.
- Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

### Indicators of Effectiveness:

Type: Annual

Data Source: NOCTI Scores

Specific Targets: 75% of students will achieve advanced status.

Type: Annual

Data Source: Keystone Exam Results in the following subjects: Algebra 1, Literature, and Biology

Specific Targets: Demonstrate positive growth for the tested Keystone Exam areas

Type: Annual

Data Source: Teacher Effectiveness Model Results

Specific Targets: 100% of GACTC staff will demonstrate the attributes of a proficient or distinguished educator according to the Teacher Effectiveness Model Rubric and Administrative Evaluations

### **Strategies:**

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

#### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )  
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

#### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: [http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### **Implementation Steps:**

#### *Professional Development Plan*

**Description:**

Based on annual faculty and staff needs assessment, administration will work directly with the instructors to develop a comprehensive and focused three-year Professional Development Plan. This plan will include training in the following areas: technology, instruction and assessment, recruitment, relationship building, working with at-risk students, academic standards, and school safety.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Teacher Induction, Student Services, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

### *New Teacher Mentoring Program*

**Description:**

Develop a comprehensive New Teacher Mentoring Program that includes periodic meetings, a formal First Year Handbook and Checklist, formal meetings with assigned mentor, and additional professional development in the areas of assessment and instruction.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

## *GACTC Technology Committee*

### **Description:**

The GACTC Administration will work directly with the Technology Committee and IT Coordinator to ensure equipment and infrastructure is updated as needed. The monthly Technology Committee meeting will be held to plan training opportunities for staff to ensure they are up to date on the newest technological advances related to education.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Student Services, Educational Technology

### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

**Goal #2:** Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: NOCTI Scores

Specific Targets: 75% of students will achieve advanced status

Type: Annual

Data Source: Keystone Exam Results in the following subjects: Algebra 1, Literature, and Biology

Specific Targets: Demonstrate a positive average growth for the tested Keystone Exam areas

Type: Annual

Data Source: Attendance Average

Specific Targets: Increase of 1% in attendance rates

Type: Annual

Data Source: Withdrawal Rate

Specific Targets: Decrease of 5% in student withdrawals

### ***Strategies:***

#### ***Substantial Professional Development***

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Instruction

#### ***Technology Infrastructure Enhancement/Technology Access and Training Increase***

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### *Anti-Drugs/Anti-Violence Program - Too Good for Violence*

**Description:** Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students. (Sources: [Too Good for Violence](#))

**SAS Alignment:** Safe and Supportive Schools

### *Instructional Coaching: The Principles of Partnership*

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

**SAS Alignment:** Instruction

### *Career Pathways*

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: [http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf)) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

**SAS Alignment:** Standards

### *Positive Behavioral Interventions and Supports*

**Description:** Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities. (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support)) Measures

of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities.

Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

### *Create opportunities for students to be introduced to their career pathway*

**Description:**

Students will be introduced to their career pathway in the Program of Study curriculum for their approved CIP Code.

**SAS Alignment:** Curriculum Framework, Instruction

### ***Implementation Steps:***

#### *3-Year Technology Plan*

**Description:**

The GACTC Administration will work directly with the Technology Coordinator and Joint Operating Committee to ensure that a 3-year technology plan is created to update equipment and infrastructure as needed and appropriate to ensure student success. This plan will include technology training opportunities for staff to ensure they are up to date on the newest technological advances related to education

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Student Services, Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Intervention Model*

**Description:**

The GACTC Administration will work with staff to ensure at-risk students are properly identified and have the services needed to find success in the academic and technical setting. The following committees are in place and meet regularly to address interventions needed for retention and increased attendance rate: The Star Team, NOCTI Advisory Committee, and Guidance Advisory Council.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Anti-Drugs/Anti-Violence Program - Too Good for Violence
- Positive Behavioral Interventions and Supports

*Implement Curriculum Software*

**Description:**

The GACTC instructors will create learning guides and lesson plans based on PDE-approved CIP Program of Study. Learning guide and corresponding lesson plans will be cross walked to the PA Common Core Standards.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Career Pathways
- Create opportunities for students to be introduced to their career pathway

### *Improving Language and Literacy Acquisition for All Students*

#### **Description:**

GACTC teachers will continue to build on past practices which include MAX Teaching Strategies and Collin's Writing to further integrate language and literacy teaching strategies into CTC Programs' curricula. Teachers will attend workshops, conferences, and in-house training on integration strategies. Teachers will then work with other CTC instructors to insure literacy and language strategies are being aligned and taught correctly in the CTC setting.

**Start Date:** 7/1/2016      **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology

#### **Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development

**Goal #3:** Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

#### **Indicators of Effectiveness:**

Type: Annual

Data Source: Attendance Rates

Specific Targets: Increase attendance rate by 1.0%

Type: Annual

Data Source: Retention Rates

Specific Targets: Increase student retention rate by 5%.

### **Strategies:**

#### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

#### *Instructional Coaching: The Principles of Partnership*

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development> )

**SAS Alignment:** Instruction

#### *Career Pathways*

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: [http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) ) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> )

**SAS Alignment:** Standards

### **Implementation Steps:**

### *Intervention Model*

**Description:**

The GACTC Administration will work with staff to ensure at-risk students are properly identified and have the services needed to find success in the academic and technical setting. The following committees are in place and meet regularly to address interventions needed for retention and increased attendance rate: The Star Team, NOCTI Advisory Committee, and Guidance Advisory Council.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Career Pathways

### *Quality Management Team*

**Description:**

Members of the Quality Management team meets on a regular basis to analyze data sets.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Special Education, Student Services, Gifted Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

### *Instructional Coaching*

**Description:**

Designate/Hire Instructional Coach to work with GACTC staff members during common planning, inservice training, and directly in classroom environment.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Teacher Induction, Special Education, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership

# Appendix: Professional Development Implementation

## Step Details

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<b>LEA Goals Addressed:</b>	<b>Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Substantial Professional Development</b> <b>Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase</b>
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Start	End	Title	Description					
7/1/2016	6/30/2019	Professional Development Plan	Based on annual faculty and staff needs assessment, administration will work directly with the instructors to develop a comprehensive and focused three-year Professional Development Plan. This plan will include training in the following areas: technology, instruction and assessment, recruitment, relationship building, working with at-risk students, academic standards, and school safety.					
		<b>Person Responsible</b> Dr. Donna M. Miller	<b>SH</b> 3.0	<b>S</b> 5	<b>EP</b> 7	<b>Provider</b> GACTC Administration	<b>Type</b> School Entity	<b>App.</b> No

### Knowledge

Based on professional development information obtained from a faculty survey, yearly professional development will be planned based on faculty needs and best practices. Instructors will receive focused training in the following areas (may be completed on an individual basis): technology, effective instructional strategies/best practice, assessment, instruction, curriculum development, academic standards alignment, recruitment, industry training, and RTII.

**Supportive Research** Differentiated Instruction; Cooperative Learning; Effective Instruction and Assessment Strategies, Technology in Education; Peer Coaching; Standards Alignment; and Practical Applications.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- 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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Training Format** LEA Whole Group Presentation  
School Whole Group Presentation  
Department Focused Presentation

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**Participant Roles** Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex

**Grade Levels** High (grades 9-12)

Dir

School counselors  
 Paraprofessional  
 Other educational  
 specialists

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

**Follow-up Activities**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans

**Evaluation Methods**

<b>LEA Goals Addressed:</b>	<p><b>Establish a system within the school that fully ensures school staff members use academic standards-aligned assessments to monitor student achievement and adjust instructional practices across all classrooms.</b></p>	<p><b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #2: Substantial Professional Development</b></p> <p><b>Strategy #3: Technology Infrastructure</b></p>
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## Enhancement/Technology Access and Training Increase

Start	End	Title			Description	Provider	Type	App.
7/1/2016	6/30/2019	New Teacher Mentoring Program			Develop a comprehensive New Teacher Mentoring Program that includes periodic meetings, a formal First Year Handbook and Checklist, formal meetings with assigned mentor, and additional professional development in the areas of assessment and instruction.	GACTC Administration	School Entity	No
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Dr. Donna M. Miller	3.0	5	7			

### Knowledge

New Instructors will gain a better understanding of the teaching profession, classroom expectations, effective instructional strategies, best practices, yearly expectations with timelines for completion, and the soft skills needed to be an effective career and technical educator. New teachers will work with the administration and assigned mentor to overcome the challenges associated with the first year of teaching while gaining the necessary skills for effective and appropriate instruction.

### Supportive Research

Teacher preparation; Best Practices; Time Management; and Using Effective Instructional Strategies

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors New Staff	<b>Grade Levels</b>
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Participant survey

**LEA Goals Addressed:** Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

**Strategy #1: Anti-Drugs/Anti-Violence Program - Too Good for Violence**  
**Strategy #2: Positive Behavioral Interventions and Supports**

Start	End	Title	Description					
7/1/2016	6/30/2019	Intervention Model	The GACTC Administration will work with staff to ensure at-risk students are properly identified and have the services needed to find success in the academic and technical setting. The following committees are in place and meet regularly to address interventions needed for retention and increased attendance rate: The Star Team, NOCTI Advisory Committee, and Guidance Advisory Council.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Daniel Bender	1.0	54	10	GACTC Administration	School Entity	No

**Knowledge** Instructors will learn how to identify at-risk students and the strategies that work best for ensuring the success of all students. Teachers will participate in The Olweus Bullying Prevention Program and form a committee to address non-traditional student retention.

**Supportive Research** Cooperative Learning; Response to Intervention; Parental Involvement in Education

**Designed to Accomplish**  
 For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

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.

For school and district administrators, and other educators seeking leadership roles:

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 Series of Workshops  
 School Whole Group Presentation

**Participant Roles**

Dir

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex

specialists

**Grade Levels**

High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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**LEA Goals Addressed:** Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Strategy #1: Career Pathways**  
**Strategy #2: Create opportunities for students to be introduced to their career pathway**

Start	End	Title	Description					
7/1/2016	6/30/2019	Implement Curriculum Software	The GACTC instructors will create learning guides and lesson plans based on PDE-approved CIP Program of Study. Learning guide and corresponding lesson plans will be cross walked to the PA Common Core Standards.					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Dr. Donna M. Miller	3.0	6	40	GACTC Administration	School Entity	No

**Knowledge** GACTC instructors will gain knowledge needed to deliver Program of Study curriculum in an organized and standardized format. The integration of Pennsylvania Academic Standards into technical curricula enables

instructors to deliver standards-based technical curriculum aligned to Pennsylvania academic standards.

**Supportive Research**

Alignment of Academic Standards; Peer Coaching; Cooperative Learning

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

**Training Format**

LEA Whole Group Presentation  
Series of Workshops

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
Dir

**Grade Levels**

High (grades 9-12)

<b>Follow-up Activities</b>	<p>School counselors New Staff Other educational specialists</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans</p>
	<p>Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>		

**LEA Goals Addressed:** Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.

**Strategy #1: Instructional Coaching: The Principles of Partnership**  
**Strategy #2: Substantial Professional Development**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2016	6/30/2019	Improving Language and Literacy Acquisition for All Students	<p>GACTC teachers will continue to build on past practices which include MAX Teaching Strategies and Collin's Writing to further integrate language and literacy teaching strategies into CTC Programs' curricula. Teachers will attend workshops, conferences, and in-house training on integration strategies. Teachers will then work with other CTC instructors to insure literacy and language strategies are being aligned and taught correctly in the CTC setting.</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Dr. Donna M. Miller	1	6	32	GACTC Administration	School Entity	Yes

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<b>Knowledge</b>	GACTC instructors will gain the knowledge needed to integrate language arts into the career and technical education curriculum in a manner that helps students prepare for state assessment testing.
<b>Supportive Research</b>	Cooperative learning, peer coaching and observation, differentiated instruction, alignment of standards using real world applications.
<b>Designed to Accomplish</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
For classroom teachers, school counselors and education specialists:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
For school and district administrators, and other educators seeking leadership roles:	

<b>Training Format</b>	LEA Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Career Pathways</b>
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graduation rates.

Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs at no cost to a parent and includes procedures for monitoring effectiveness.

Start	End	Title			Description	Provider	Type	App.
7/1/2016	6/30/2019	Intervention Model			The GACTC Administration will work with staff to ensure at-risk students are properly identified and have the services needed to find success in the academic and technical setting. The following committees are in place and meet regularly to address interventions needed for retention and increased attendance rate: The Star Team, NOCTI Advisory Committee, and Guidance Advisory Council.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Daniel Bender	1.0	54	10	GACTC Administration	School Entity	No

### Knowledge

Instructors will learn how to identify at-risk students and the strategies that work best for ensuring the success of all students. Teachers will participate in The Olweus Bullying Prevention Program and form a committee to address non-traditional student retention.

### Supportive Research

Cooperative Learning; Response to Intervention; Parental Involvement in Education

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator's content knowledge in the area of the educator's certification or assignment.

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Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
Provides leaders with the ability to access and use appropriate data to inform decision-making.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.  
Instructs the leader in managing resources for effective results.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation	
<b>Participant Roles</b>	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b> High (grades 9-12)
<b>Follow-up Activities</b>	Team development and	<b>Evaluation Methods</b> Classroom observation focusing on

sharing of content-area lesson  
implementation outcomes, with  
involvement of administrator and/or  
peers

Analysis of student work,  
with administrator and/or peers

Creating lessons to meet  
varied student learning styles

Journaling and reflecting

factors such as planning and preparation,  
knowledge of content, pedagogy and  
standards, classroom environment,  
instructional delivery and professionalism.

Classroom student assessment data

Participant survey

Review of participant lesson plans

# CTC Level Affirmations

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We affirm that this CTC Level Plan was developed in accordance and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the CTC offices and on the CTC website until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members to meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Executive Director*