

UPPER BUCKS COUNTY TECHNICAL SCHOOL

3115 Ridge Road

Professional Development Plan (Act 48) | 2022 - 2025

ACT 48

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

PROFILE AND PLAN ESSENTIALS

Vocational Technical School - Part time CTC

122099007

3115 Ridge Road, Perkasie, PA 18944

Michael J Herrera

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Michael Herrera (Acting)

mherrera@ubtech.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Marianne Deose	UBCTS / Instructor	Marianne Deose	Teacher
Craig Guest	UBCTS / Instructor	Craig Guest	Teacher
Morgan Welding	UBCTS / Counselor	Morgan Welding	Education Specialist
Jen Rubin	UBCTS / Counselor	Jen Rubin	Education Specialist
Michael J Herrera	Acting Executive Director	Michael J Herrera	Administration Personnel
Robert Cormack	JOC Member	Robert Cormack	School Board of Directors

Name	Title	Committee Role	Appointed By
James Hallowell	JOC Member	James Hallowell	School Board of Directors
Sharon Baughman	Parent	Sharon Baughman	School Board of Directors
Steven Maund	President of Demco Automation	Steven Maund	School Board of Directors
Greg Krug	President / CEO Lampire Biological labs	Greg Krug	School Board of Directors
Danielle Bodnar	Bucks County Chamber of Commerce / Executive Director	Danielle Bodnar	School Board of Directors

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

The committee meets a minimum of two times per year unless needed for additional information.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	Yes
Are the effectiveness of offerings evaluated through multiple measures of student achievement within the context of educator effectiveness to determine impact on student learning, educator effectiveness, and/or school performance? (Act 82 of 2012) aka (22 Pa Code, 19)	Yes
Does the professional education plan contain a committee consisting of teacher representatives divided equally among elementary, middle and high school teachers chosen by the teachers, educational specialist representatives chosen by educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1)	Yes
Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the community appointed by the board of directors? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	Yes
Does the professional development plan align with educator needs? (Act 48, Section 2)	Yes
Do the implementation steps cover at least a three-year implementation horizon?	Yes

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INDUSTRY RECOGNIZED CERTIFICATES - ACT 158

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>We will work with CAST to implement the UDL framework, which guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet the individual needs of all students. Using the UDL framework, teachers, staff, and administrators will focus on proactively removing barriers in the learning environment to ensure all learners can access the CTE curriculum and aligned activities such as work-based learning.</p> <p>Work with MAX teaching to conduct a historical analysis of NOCTI scores to improve test outcomes.</p>	<p>CTE Teachers and Facilitators, PIMS Coordinator,</p>	<p>List of PA industry Certificates, reporting, and portfolio artifacts</p>	<p>We will provide PD to ensure all students, regardless of gender, ethnicity, disability, or socioeconomic status, have a fair opportunity when learning technical content and attempting to earn an industry credential. We will implement the Universal Design for Learning (UDL) framework with the help of CAST, formerly the Center for Applied Special Technology, and NOCTI to make this happen. Teachers at UBCTS will work with CAST and NOCTI to develop a series of micro-credentials and a recognition system to document teacher achievements. Guides4Learning will be created in each program area, along with weekly lesson plans.</p>
<p>Lead Person/Position</p>		<p>Anticipated Timeline</p>	
<p>Director and Assistant Director</p>		<p>08/23/2022 - 06/30/2023</p>	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Daily		Teaching Diverse Learners in an Inclusive Setting

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
CTE administrators, teachers, and instructional facilitators.	Reserach-based instructional literacy and writing strategies. Vocabulary acquisition and technical reading comprehension in a CTC environment.	NOCTI results, local assessments, and formative and summative assessments.
Lead Person/Position		Anticipated Timeline
Michael Herrera		08/26/2022 - 09/01/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Twice		
Inservice day	Six		
Classroom/school visitation	Twice		

1 HOUR OF TRAUMA-INFORMED CARE TRAINING FOR ALL STAFF.

Audience	Topics to be Included	Evidence of Learning
CTE administrators, teachers, and instructional facilitators.	Trauma-informed care for CTE students, adverse childhood experiences, relationships	Formative and summative. Faculty feedback Improved attendance and reduced behavioral issues.

Lead Person/Position	Anticipated Timeline
Michael Herrera	09/01/2022 - 06/30/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Once per year. (one hour)		

NONTRADITIONAL (EQUITY) REGIONAL WORKSHOPS

Audience	Topics to be Included	Evidence of Learning
CTE administrators, teachers, and instructional facilitators.	Non-traditional participation, Non-traditional completion, Marketing, Recruitment	Increased number of non-traditional participation and completion.
Lead Person/Position	Anticipated Timeline	
Michael Herrera	07/15/2022 - 09/30/2024	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Seminar(s)	As required.		Nontraditional (equity) Regional Workshops

EVALUATION AND REVIEW

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

A. The school uses local funds for professional development, programs resulting in increased student achievement of local performance reports, and integration of academic skills. they purchase equipment to meet tasks and ensure technical skill attainment. Local money is also used for professional development.

PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Michael Herrera

07/11/2022

Professional Education Committee Chairperson:

Date

I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

Michael Herrera

07/11/2022

Superintendent or Chief Administrative Officer:

Date