

UPPER BUCKS COUNTY TECHNICAL SCHOOL

3115 Ridge Road

Professional Development Plan (Act 48) | 2025 - 2028

ACT 48

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

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

- 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

Career and Technical Center

122099007

3115 Ridge Road, Perkasie, PA 18944

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Marianne Deose	School to Work Coordinator/UBEA President	K-12 Teacher	Teacher
Craig Guest	Teacher	K-12 Teacher	Teacher
Morgan Welding	School Counselor	Education Specialist	Teacher
Cindy Dobbins	FRA, Temple University	Other	Administration Personnel
Robert	Bucks County Economic Development Corporation & JOC	Local Business	School Board of

Name	Title	Committee Role	Appointed By
Cormack	Member	Representative	Directors
James Hallowell	JOC Member/Local Business	Community Member	School Board of Directors
Greg Krug	President/CEO, Lampire Biological Labs	Local Business Representative	School Board of Directors
Danielle Bodnar	Executive Director, Upper Bucks Chamber of Commerce	Local Business Representative	School Board of Directors
Stacy Pakula	Parent and UBCTS Assistant Director	Parent of Child Attending	Administration Personnel
Daniel Cullen	Assistant Director of Student Services	Administrator	Administration Personnel
Michael Herrera	Executive Director	Administrator	Administration Personnel

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

The committee meets twice per year, maybe more if training requirements change or there is an expressed need.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

INSTRUCTIONAL TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Empower educators with the knowledge and skills necessary to integrate technology into their instruction.	Teachers, student services, instructional facilitators	Emerging educational technology tools, how to appropriately incorporate Artificial Intelligence as tool	Observed integration of new technology in classroom instruction and/or the teacher's learning management system.
Lead Person/Position			Anticipated Timeline
Assistant Executive Director, Assistant Director of Student Services			08/19/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	3c: Engaging Students in Learning 1f: Designing Student Assessments 4e: Growing and Developing Professionally	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		1d: Demonstrating Knowledge of Resources	

MTSS DEVELOPMENT AND IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Form a dedicated MTSS leadership team to guide the development and implementation of a Multi-Tiered System of Support (MTSS) tailored to the Career and Technical Education (CTE) setting at UBCTS. Conduct a comprehensive needs assessment to identify gaps, resources, and priorities.	Teachers, student services, instructional facilitators	Professional development focused on understanding, implementing, and sustaining a tiered support system that addresses academic, behavioral, and social-emotional needs. Training to include foundational knowledge, data-driven decision-making, academic interventions, behavioral & social-emotional supports; collaboration & team-based problem solving, and implementation & sustainability. Will also include one hour of trauma informed training integrated with the MTSS training to illustrate MTSS as an endorsed response to students experiencing or who have experienced trauma.	Direct Assessments during training (pre & post assessments, case studies); Application in the classrooms & student services (evidenced by documentation in the logs or teacher lesson plans), increase in cross-disciplinary collaboration to implement strategies.
Lead Person/Position		Anticipated Timeline	
Assistant Director of Student Services, Assistant Executive Director		07/01/2025 - 06/30/2028	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 2a: Creating an Environment of Respect and Rapport 2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	At Least 1-hour of Trauma-informed Care Training for All Staff
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	4d: Participating in a Professional Community 4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Learning walk	Monthly	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 4a: Reflecting on Teaching	

CONTINUOUS LEARNING AND INDIVIDUALIZED PROFESSIONAL DEVELOPMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>Foster a culture of continuous learning and development among CTE educators ensuring relevant, individualized professional development through the revision of the Professional Development Plan.</p> <p>Continually review and revise the New Teacher Induction Plan to provide ongoing support and professional development to new teachers in an effort to increase instructional effectiveness.</p>	Teachers, student services, instructional facilitators	In addition to required PDE trainings and locally determined needs, UBCTS will provide access to conferences, workshops, and professional development opportunities that support the educator's individual growth. UBCTS will also provide opportunities for collaboration among peers.	Reflection and reporting of the training in the individual educator's differentiated supervision plan; peer mentoring; evidenced in lesson plans or classroom instruction

Action Step	Audience	Topics to be Included	Evidence of Learning
Lead Person/Position			Anticipated Timeline
Executive Director, Assistant Executive Director, Assistant Director of Student Services, and key members of the Leadership Team			07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually	4d: Participating in a Professional Community 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annually	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 4d: Participating in a Professional Community	
Classroom/school visitation	As needed/requested	4d: Participating in a Professional Community 3c: Engaging Students in Learning 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction	
Coaching (peer-to-peer; school leader-to-	As needed	4e: Growing and Developing	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
teacher; other coaching models)		Professionally 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 4d: Participating in a Professional Community	
Course(s)	One per semester	3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 3d: Using Assessment in Instruction 1f: Designing Student Assessments 4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes	
		4d: Participating in a Professional Community	
		2b: Establishing a Culture for Learning	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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

Professional Education Plan Guidelines

Yes/No

When is the first year the LEA will offer Structured Literacy Training to the staff?

2025-
2026

Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)?

All teachers and facilitators

Is the LEA using or planning to implement Structured Literacy (Select One)?

No, not using Structured Literacy model.

Describe your reading curriculum and include grade levels.

As a part-time CTC, we do not have reading or any other academic courses. All academic core areas are taught at the sending high schools.

EVALUATION AND REVIEW

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

The school uses local funds for professional development programs resulting in increased student achievement of local performance reports, and integration of academic skills. Equipment purchases to meet tasks and ensure technical skill attainment are prioritized. Evaluation forms are provided after each training activity and inservice day to evaluate the both the content and efficacy of delivery. These evaluations are used to plan future professional development activities.

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.

Stacy Pakula

02/27/2025

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.

Superintendent or Chief Administrative Officer:

Date