Forbes Road CTC

CTC Plan

07/01/2019 - 06/30/2022

CTC Profile

Demographics

607 Beatty Road
Monroeville, PA 15146
(412)373-8100

AYP Status: Not Provided
Administrative Director: Edward McMullen

Planning Process

The Comprehensive Planning meetings took place at FRCTC consisting of administration, teachers, board meetings, community members, parents and students. Monthly meetings were
held beginning September 2018 and are ongoing. The plan will be submitted to the JOC members in November 2018 for approval. The administrative team including, Mr. Edward McMullen and Mr. Nicholas Falcon led the meetings through physical interaction, electronic communication, and telephone conferences. Communication involved discussion concerning the process, goals, and action plans.

Mission Statement

The mission of Forbes Road Career and Technology Center is to provide quality educational programs that enable all individuals to achieve their fullest potential and become lifelong learners. Student will be equipped with the technical, academic and 21st century skills necessary to compete in the global marketplace.

Vision Statement

Forbes Road Career and Technology Center will be a leading educational facility, preparing students to become productive and contributing members of society.

Shared Values

Career and technical education will provide a safe and supportive environment for all students.

Career and technical education will prepare all students with the skills necessary to compete in the global marketplace.

Career and technical education will provide differentiated instruction to meet the individual needs of the student, thus giving them greater responsibility for their own lifelong learning upon graduation.

Career and technical education will integrate academic, technical, and 21st century skills.

Career and technical education students will graduate with a strong work ethic and become independent lifelong learners.

Career and technical education is a collaboration among staff, students, parents, sending schools, community, business and industry members.

Career and technical education programs are essential for statewide economic development.

Career and technical education students will earn an industry certification in their respective fields before high school graduation.

Educational Community

Forbes Road Career and Technology Center is an area career and technical school that serves high school and adult students in eastern Allegheny County. The CTC is a public school operated by a joint operating committee comprised of one member from each of the nine sending districts that make up the jointure. About 750 students in 9th to 12th grades from nine school districts and several alternative schools are currently enrolled in seventeen vocational programs. The nine school districts represent a very diverse student population. They range from predominantly white blue collar families (Highlands School District) to predominantly black impoverished families (Wilkinsburg School District) to middle class families of

As a technical education provider in the 21st Century, Forbes Road believes the importance of maximizing students' learning potentials by providing them with comprehensive and specialized knowledge in traditional and emerging technical areas as well as general cognitive knowledge that fosters a life of learning. Today's jobs require more knowledge and skills than ever.   Each technical program has a strong advisory committee consisting of educators, business and industry leaders. This strong partnership enables Forbes to provide students with the curriculum based on the most current industry standards and skills to help increase their employability.

Approximately 45% of the student population at Forbes Road CTC are identified as Special Education students and have an IEP that designates the students' instructional needs. In addition, approximately 68% of the students are on free lunch and are economically disadvantaged.

Forbes Road continuously provides a variety of quality learning experiences using industry standard training and equipment to meet local industry demands for competitive, high skilled workers. Due to the constantly evolving economy and industries in the area, it becomes necessary for the CTC to constantly monitor and gauge the pulse of workforce trends. Partnerships with local business and industry become essential to drive the mission of the center. Subsequently these engagements within the community help to foster relationships that not only reinforce the programs within, but also act to assist in investigating different revenues for funding to maintain industry standards for our programs and students

Planning Committee

Name	Role
Nicholas Falcon	Administrator : Professional Education
Edward McMullen	Administrator : Professional Education
TBD TBD	Administrator : Professional Education
Robert Nocivelli	Business Representative : Professional Education
Glenn Skeena	Business Representative : Professional Education
David Magill	Community Representative : Professional Education
Elizabeth Strenkowski	Community Representative : Professional Education
Roxanne Oberst	Ed Specialist - Other : Professional Education
Megan Tomley	Ed Specialist - School Counselor : Professional Education
Patrice Cormier	Ed Specialist - School Nurse : Professional Education
Cherie O'Neal	Elementary School Teacher - Regular Education : Professional Education
Jeffrey Peters	Elementary School Teacher - Regular Education : Professional Education
James Cristillo	High School Teacher - Regular Education : Professional Education
Don Kosker	High School Teacher - Regular Education : Professional Education
Josh Krentz	High School Teacher - Regular Education
Sue Stewart	High School Teacher - Regular Education
Chris Varner	Instructional Technology Director/Specialist : Professional Education
Janel Lavorini	Middle School Teacher - Regular Education : Professional Education
Elizabeth Willcox	Middle School Teacher - Regular Education :

	Professional Education
Deborah Bowes	Parent : Professional Education
Arlene Hutter	Parent : Professional Education
Suzanne Kuban	Special Education Director/Specialist : Professional Education
Tiffany Paulich	Student Services Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

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

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

Forbes Road CTC is a shared time career and education center with academic offerings for approximately 75% of our students. Students participate in academic classes if they are enrolled in our apprentice programs and/or have course needs as recommended by the sending district. Therefore, some of the courses do not apply. However, we do integrate the common core standards and core subjects into our curriculum.

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:

This narrative is empty.

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:

All technical programs follow the Program of Study task lists and Cosmetology follows the PA State Board of Cosmetology. POS objectives are aligned with the common core and industry levels standards. Accomplishments and task mastery are measured through pre-tests, post-tests, end of year and end of program state approved assessments. Task tracking is maintained on all students in their individual programs by their respective instructors.sk.

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

This narrative is empty.

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.

Forbes Road Career & Technology Center participates in the Individualized Education Plan (IEP) of every student receiving special education services as a member of the respective sending school's IEP team. Modifications are provided through teacher instruction and guided by the student's IEP. It may involve behavior plans, extended time for tests, chunking of material, adaptation of test questions, or providing quiet areas for study and test taking to name a few. In addition, Forbes Road CTC provides a resource room, paraprofessionals, and special education personnel to accommodate special education students. All students have access to computers and the Internet. Lessons are multi-sensory and address multiple learning styles to meet the needs of the individual student.

Instruction

Instructional Strategies

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

Unchecked Answers
- Instructional Coaching

Regular Lesson Plan Review

   Checked Answers
- Administrators
- Instructional Coaches

   Unchecked Answers
- Career Cluster Chairs
- Not Reviewed

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

Temporary vocational instructors (Voc. I) as well as emergency certified instructors are formally evaluated twice a year. Professional instructors (Voc. II) are formally evaluated once a year. Frequent walkthroughs, which target classroom instruction, are performed using "pa-etep" software. This new technology allows for instant feedback to faculty. When new instructors are hired, they are assigned a mentoring instructor. The CTC faculty handbook requires all teachers to have lesson plans completed and available upon request. In addition, all formal evaluations require a lesson plan submission.

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

Forbes Road CTC recognizes the importance of instructional coaching, but with limited financial availability, partnerships and other resources are constantly being investigated to provide those supports. The school actively participates in the department of education's TAP program, which offers coaching support and various trainings for new and veteran instructors alike. We also utilize our school's CTDSL as a support for workshops and additional trainings in this regard

Responsiveness to Student Needs

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
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

Opportunities for instructional staff are provided in the form of TAP training activities and additional workshops to assist in supporting classroom management and instructional strategies in the classroom.

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.

Forbes Road CTC is not a comprehensive entity.

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

Recruiting effective and qualified instructors based on their industry experience is a multi-faceted approach undertaken by FOrbes ROad CTC. Advertisements are run in local newspapers as well as a variety of on-lines sources such as monster.com, Indeed and the PACTA website. OAC members have also been invaluable in assisting with finding qualified people for positions that are able to address industry needs and standards.

Assessments

Local Graduation Requirements

(Comprehensive CTC who graduate students only)

Course Completion	SY 19/20	SY 20/21	SY 21/22
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*

None.

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.

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

Methods and Measures

Summative Assessments
- End of competency and end of program assessments are used throughout. NOCTI pre-test, safety tests and task assessments are used to determine student development.
- Forbes Road CTC participates in program ending assessments that include NOCTI and NIMS.

Benchmark Assessments
- Short tests and daily participation grades are used throughout the programs. Weekly grade alert reports and mid-nine week progress reports are also used to monitor students who are at risk of not meeting competency requirements.

Formative Assessments
- Teachers use both pre-tests and post-tests, quizzes, and homework assignments plus project based assignments to measure student progress.

Diagnostic Assessments
- Forbes Road CTC provides support for the Keystone exams through our academic instructors, as well as, the numeracy and literacy strategies that are integrated into our programs.
- Students are required to take the NOCTI exam in addition to industry level certification exams that measure competency in a specific program area.

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.

This narrative is empty.

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.

Forbes Road CTC is mandated by the state to use NOCTI and NIMs for assessments. The career center is also a part of the Technical Assistance Program (TAP). Staff and administration attend workshops and conferences that periodically review theses assessments. In addition, program assessments are determined by POS task competencies, and revisions are ongoing. Periodic Chapter 339 audits determine the validity and objectivity of these assessments.

Collection and Dissemination

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

Forbes Road CTC uses an online student accounting system (PowerSchool), and NOCTI reports are used to collect and disseminate data. Periodically, staff attend workshops to analyze assessment data. SLOs are customized to target the areas that are deficient in the Pre-NOCTI testing.

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.

Pre-tests are used to provide students with instant feedback. In addition, pre-NOCTI test information is distributed to students as well as earlier standardized test data from their sending districts to determine student proficiency that may warrant additional resources needed by the

student. NOCTI analysis completed at the school provides an individualized report for each CTE student on NOCTI standard/duty areas in need of remediation, re-teaching and/or guided practice.

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.

This narrative is empty.

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

This narrative is empty.

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

- Forbes Road CTC administration and staff meets with community leaders, sending school administrators, guidance counselors, special education and transition coordinators to provide public information.

- Forbes Road CTC hold Occupational Advisory meeting twice a year

Unchecked answers

    None.

Provide brief explanation of the process for incorporating selected strategies.

Our school year schedule includes bi-monthly principal, counselor, and special education meetings with sending school staff. In addition that group holds a joint meeting with superintendents two times a year to share information. We keep parents, students, and community members informed through our website, New Parent/Student Orientation, Open House events, mailers, robo-calls, social media and Occupational, Local and Perkins Participatory Advisory meetings.

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

This narrative is empty.

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
- 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
- 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

- Peer Helper Programs
- Placement of School Resource Officers

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

Forbes Road CTC is proactive on school safety. The security guard is the gatekeeper of the campus and we have an armed constable in each building at all times. We do not implement peer helper programs at this time, nor do we have school resource officers, but we do employ Pennsylvania State Constables who act in a similar manner. In addition, the school safety committee meets regularly to address any safety or security concerns that may arise. Staff has been trained in ALICE and local enforcement officials are routinely brought in to assist.

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.)

This narrative is empty.

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
- Compliance with Health Requirements –i.e., Immunization
- Emergency and Disaster Preparedness
- Guidance Curriculum
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

Unchecked answers

- Health and Wellness Curriculum
- Health Screenings
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

Forbes Road CTC reinforces many of the services students receive at their home sending school. In addition, resource personnel including Special Education Facilitators, the School to Work Coordinator, and the School Counselor work with students for additional career planning services, portfolio development as well as job placement, internships and apprenticeships. Coordination and communication with the sending school is ongoing and supportive. The CTC relies on sending schools for health screenings, nutrition, immunization and wellness. Specific services such as attendance monitoring, behavior management programs and emergency disaster preparedness are essential to Forbes Road CTC.

Diagnostic, Intervention and Referral Services

Checked answers

- Accommodations and Modifications
- Administration of Medication
- Assessment of Academic Skills/Aptitude for Learning
- Assessment/Progress Monitoring
- Casework
- Crisis Response/Management/Intervention
- Individual Counseling
- Placement into Appropriate Programs
- Student Assistance Program
- Coordination of Services with Sending School

Unchecked answers

- Intervention for Actual or Potential Health Problems
- Small Group Counseling-Coping with life situations
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development

- Special Education Evaluation

Explanation of diagnostic, intervention and referral services:

The support staff at Forbes Road CTC is responsible for following diagnostic, intervention and referral services and total implantation throughout the school. The special populations staff works in conjunction with sending schools, as does the Student Services Coordinator. Support services are offered in order to maximize student success in the career and technical arena.

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 IEP and 504 Plans
- Referral to Community Agencies
- Staff Development
- Strengthening Relationships Between School Personnel, Parents and Communities
- Coordination of Services with Sending School

Unchecked answers

- Managing Chronic Health Problems
- System Support
- Truancy Coordination

Explanation of consultation and coordination services:

Sending schools facilitate construction of IEP documentation with input from technical instructors and if applicable, academic instructors from the CTC. The special populations staff oversees this documentation and shares it with the rest of the staff when the information is appropriate and pertinent in the educational environment. Consultation, collaboration and coordination of all pertinent data, including but not limited to special education information and SAP referrals, are fully integrated across all levels of the career and technical program where information is deemed appropriate and relevant.

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

- Parents, students and alumni are members of the Occupational Advisory Committee which meet twice a year

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: **More than once a month**

Collaboration for Interventions

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

Forbes Road CTC has a Special Populations Coordinator, three Special Populations Facilitators, a School to Work Coordinator, and a Student Services Coordinator. These auxiliary staff provide information to academic and technical instructors through the student database management system, where there is an overview of each student's IEP. In addition we have two resource rooms that supply remediation, testing, and a quiet haven for students. All instructors and staff members who have a vested interest in the student are provided with this information. Paraprofessionals are also employed to assist students in need. The CTC practices competency based education where students can find success at their own level. Lessons are adapted to students' individual needs through accommodations and differentiated instruction. Also the Student Services Coordinator holds face to face, small group and large group workshops.

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

Forbes has a unique format, where most students go back to their sending schools at the end of the day. We do not provide any of these services that will be duplicated.

Materials and Resources

Description of Materials and Resources

Material and Resources Characteristics	Status
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.

Forbes Road CTC follows the state developed Programs of Study. Program texts and online tutorials are readily available to all students to support these tasks and competencies. In addition, the use of smart technology such as iPads, computers and updated software are constantly being integrated.

Forbes Road CTC has a "Bring your own device" policy, where students can use their personal technology in the classrooms as directed by the instructor.

Differentiated materials address all types of learners through auditory devices, visual devices, new technological trade specific equipment and virtual software are consistently being utilized in both the classroom and shop areas.

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

This narrative is empty.

SAS Incorporation

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Full Implementation
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The subject checked NA are not available at Forbes Road CTC. Forbes does have a limited number of academic classes, that integrate the common core standards.

Professional Education

Characteristics

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				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
Empowers educators to work effectively with parents and community partners.				X

Ctc Avts's Professional Education Characteristics	EEP	EEI	ML	HS
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
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
Provides leaders with the ability to access and use appropriate data to inform decision making.				X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				X
Instructs the leader in managing resources for effective results.				X

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

Teachers are encouraged through professional development activities and advanced training opportunities to enhance skill levels. Program certifications are evaluated and the addition of new certifications are encouraged. In addition, teachers attend conferences, workshops and program specific trainings to enhance content knowledge throughout the year.

Forbes Road CTC has a three year induction program in place to help new teachers be successful as they transition to the technical instruction realm. Instruction is research driven and interventions such as Max Teaching, literacy and numeracy programs are being incorporated into the general instruction through TAP. Also, our CTDSL has ran specific workshops pinpointing areas of need for our instructors over the past few years.

Administration works with teachers periodically to update curriculum according to POS and to align it with the common core standards.

Teachers are required to serve on Professional Development, Curriculum, Safety, or Technology committees.

Competency task lists, end of program assessments, and the data provided from these assessments guide the staff in the instructional decision making. Emphasis is on a hands-on learning environment that is student driven.

Students and staff are involved in projects throughout the community and work closely with organizations that provide students with work-based learning experiences. Recent years have seen our Collision and Building Construction programs develop highly successful and visible programs within the community.

Communication with parents and industry leaders is ongoing through phone conferences, email, progress reports, on-line grading access, open house activities and occupational advisory committee meetings. Teachers are encouraged through professional development activities and advanced training opportunities to enhance skill levels. Program certifications are evaluated and the addition of new certifications is encouraged.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
10/13/2014 Act 126

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.

Questions
The LEA has conducted the training on:
8/19/2015 Act 71 Suicide Prevention

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.

Questions
The LEA has conducted the training on:
8/21/2015

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.

Administration determines professional development activities through constant observation, teacher interaction, student data analysis, best practices, research, as well as, PDE mandates and initiatives.
Administration is open to staff suggestions that are based on teacher or student performance that may warrant a specific professional development training.
Teachers are encouraged to attend conferences or specific trainings relevant to their program area.
Forbes Road CTC has a three year induction program for new teachers as well as individually

appointed mentors to guide them through the process.
Administration monitors the latest technologies that would benefit staff and student success. The technology committee also monitors industry trends and technology in order to introduce and provide appropriate training for instructors on new technologies, software and hardware.

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

This narrative is empty.

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.

- Inductees will be made aware of the PA Professional Code of Professional Practice and Conduct for Educators.

- Inductees will be made aware of legal, ethical and professional issues, as well as, the expectations Forbes has for its professional staff.

- Inductees will be made aware of the importance of interpersonal skills for communication within the school and community.

Unchecked answers

    None.

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

Forbes Road CTC has a three year Teacher Induction Plan. New teachers will be assigned a mentor teacher that will work with them for three years. Both the mentor teacher and administrative team must observe and verify that each specified learning activity, outlined in the teacher induction plan be successfully completed. This is accomplished through classroom observation, meetings and peer teaching activities. The administrative director monitors these activities through the mentor teacher. Any concerns or problems are addressed through interactive meetings with the director, mentor teacher and new inductee. Induction meetings are held monthly for all level teachers.

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

This narrative is empty.

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.

Forbes Road administration meets with teacher, mentor, and field resource personnel from IUP to ensure all documentation is being fulfilled. In addition, classroom observations are performed by the assistant director, principal and mentor teacher. Written documentation is included in employee's personnel file. All topics are covered in monthly induction meetings to meet individual instructor needs.

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

Instructors are not evaluated on PSSA scores, since Forbes is a part-time CTC.

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.

Mentor instructors must have received proficient teacher evaluations, be willing to accept additional responsibilities, have participated in professional development and have previous training experience with their peers. They are assigned as mentors by the administrative team based on industry as well as adaptive fit to suit the needs of the inductee.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X					
Assessments	X			X		
Best Instructional Practices		X		X		
Safe and Supportive Schools	X					
Standards		X	X			
Curriculum	X		X		X	
Instruction	X	X			X	
Accommodations and Adaptations for diverse learners	X	X		X		
Data informed decision making			X	X	X	
Materials and Resources for Instruction	X		X			

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Forbes instructors participate in a three year induction program meeting monthly to review aspects of teaching. The Assistant Director leads the monthly meeting to discuss flexible topics and monitors participation in the plan. The principal supports the induction plans and meetings. Records are maintained on completion of discussion topics.   In addition new teachers are assigned a mentor instructor during their first three years to help them become model instructors. We assess the success of the induction program throughout the school year through the professional evaluation process as well as meetings with mentors and the school administration.

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

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

CTC Accomplishments

Accomplishment #1:
Forbes Road CTC has seen moderate gains in math and reading performance levels on the Keystone tests by approximately 5% over the past three years but still is lagging behind state expectations. This accomplishment was a result of employing a math resource teacher and providing professional development in reading and math integration. Secondary perfomance levels of Perkins indicators show that we are consistently striving for better scores.

Accomplishment #2:
Creation and implementation of Career Assessment and Marketing Recruiter position.

Accomplishment #3:
Number of job placements has increased over past 3 years.

Accomplishment #4:
Certifications offered and subsequently obtained have increased over past 3 years.

Accomplishment #5:
Membership increased in CTSO's over past 3 years.

Accomplishment #6:
Membership and partcipation increased in National Technical Honor Society over past 3 years.

CTC Concerns

Concern #1:
Improve the percentage of students who successfully pass the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency.

Concern #2:
Data indicates lower scores on state performance indicators, percentages need to increase.

Concern #3:

Forbes Road CTC has nine sending school districts. Recent school data indicates that the majority of these shared students lag behind in school performance when compared to their peers. We receive these students and are tasked with achieving expected levels of performance in assessment areas.

Improve visibility and communication in sending schools and surrounding communities.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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.

    Aligned Concerns:

        Improve the percentage of students who successfully pass the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency.

        Data indicates lower scores on state performance indicators, percentages need to increase.

        Forbes Road CTC has nine sending school districts. Recent school data indicates that the majority of these shared students lag behind in school performance when compared to their peers. We receive these students and are tasked with achieving expected levels of performance in assessment areas.

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:

        Improve the percentage of students who successfully pass the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency.

        Data indicates lower scores on state performance indicators, percentages need to increase.

Forbes Road CTC has nine sending school districts. Recent school data indicates that the majority of these shared students lag behind in school performance when compared to their peers. We receive these students and are tasked with achieving expected levels of performance in assessment areas.

Systemic Challenge #3 *(Guiding Question #11)* Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

> **Aligned Concerns:**
>
> Improve the percentage of students who successfully pass the Pennsylvania Skills Certificate (PSC) or the Pennsylvania Certificate of Competency.

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)

Systemic Challenge #5 *(Guiding Question #8)* Establish a system within the school that fully ensures each member of the school community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

> **Aligned Concerns:**
>
> Improve visibility and communication in sending schools and surrounding communities.

CTC Level Plan

Action Plans

Goal #1: 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.

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 teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Interim

Data Source: PSSA, Keystone and attendance rates

Specific Targets: A 5% increase in student performance on PSSA/Keystone achievement rates.

A 3% increase in student attendance rates.

Type: Annual

Data Source: NOCTI, Industry Certification, Non-Traditional numbers

Specific Targets: Forbes is targeting a 3% increase in NOCTI scores, industry certification attainment, and non-traditional students participation.

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)

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)
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) 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

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499;

Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Student Achievement

Description:

Instructional staff will be required to review data concerning achievement rates in academic and technical areas. The administrative team will continue to review and monitor achievement rates as they relate to industry recognized credentials.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

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

- Career Pathways

- Differentiating Instruction

Professional Development

Description:

Technology Tuesdays will continue for the foreseeable future which afford instructors the opportunity to share best practices and network with one another on shared projects. The amount of days available for in-service was increased in the recent bargaining contract, so more opportunities for professional development are available. In addition, continuing education is strongly promoted throughout the school. Instructors are constantly asked to network with local and statewide instructors in their field. This was the first year of a proposed ongoing yearly summit between surrounding counties where instructors were encouraged to participate and share knowledge with colleagues in their field. As a result of this summit, a teacher exchange program was developed where instructors visit various CTCs by cluster in

order to share best practices and investigate current trends in their respective fields.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Goal #2: 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.

Related Challenges:

- Establish a system within the school that fully ensures teachers and administrators meet on a regular basis to use multiple data sources to reflect on the progress of student learning as it relates to the effectiveness of professional practice.

Indicators of Effectiveness:

Type: Annual

Data Source: Pre-Post National Occupational Occupational Competency Institute (NOCTI) Scores, Industry Certifications, PDE-POS Task Lists

Specific Targets: Continued National Occupational Occupational Competency Institute (NOCTI) and Industry related certification attainment

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)

SAS Alignment: Assessment, Instruction

Implementation Steps:

NOCTI Data Analysis

Description:

Student NOCTI performance data (Pre/Post Test) will be evaluated to prescriptively address areas that require attention. Compiled assessment data will be used to support program goals and objectives as well as supportiung indiviudal student success. In addition, instructors will work collaboratively with the FRCTC administration to devleop Student Learning Objectives the will support ongoing program improvment to support successful student outcomes.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies: None selected

Appendix: Professional Development Implementation Step Details

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Career Pathways Strategy #3: Differentiating Instruction

Start	End	Title	Description
7/1/2019	6/30/2022	Student Achievement	Instructional staff will be required to review data concerning achievement rates in academic and technical areas. The administrative team will continue to review and monitor achievement rates as they relate to industry recognized credentials.

Person Responsible	SH	S	EP	Provider	Type	App.
Nicholas Falcon	7.0	3	45	Forbes Road CTC, TAP and TCTW	School Entity	Yes

Knowledge	Instructors will utilize data driven decision making, exposure to best practices and instructional strategies to promote student achievement.
Supportive Research	Incorporation of professional learning communities and state-wide involvement with TAP and TCTW initiatives.

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
Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	**Grade Levels**	High (grades 9-12)
Follow-up Activities	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	**Evaluation Methods**	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 Participant survey Review of participant lesson plans

mentoring

CTC Level Affirmations

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

Board President

No signature has been provided

Executive Director