FORBES ROAD CTC

607 Beatty Road

Professional Development Plan (Act 48) | 2025 - 2028 ACT 48 (Proposed)

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.

Chapter 49 further require that professional education plans must address training in meeting the needs of diverse learners (defined as students with limited English language proficiency or students with disabilities), improving language and literacy acquisition, and closing the achievement gap among students. The plan must describe how professional development activities will improve language and literacy acquisition for all students, including the provision of training in structured literacy for professional employees who hold instructional certificates in Early Childhood, Elementary/Middle, Special Education PK—12, English as a second language and Reading Specialists. The plan must contribute to closing achievement gaps among students and improve professional employees' knowledge of professional ethics and culturally relevant and sustaining education.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Action Steps

- Develop Professional Development Plan

- Professional Development Facilitation

- Implement Active Learning Strategies

- Develop and Integrate Real-World Projects

- Provide Ongoing Support and Mentorship

Language and Literacy Acquisition for All Students

Teaching Diverse Learners in Inclusive Settings

- Understanding diverse learning needs and styles

- Differentiated instruction techniques

- Creating inclusive classroom environments

- Strategies for fostering achievement among diverse learners

- Collaborative teaching practices

- Implementing Individualized Education Plans (IEPs)

- Culturally responsive teaching methods

Trama Informed Care

- Recognition of the signs of trauma in students

- Best practices for trauma-informed approaches in schools and classrooms

- Recognition of the signs and impact of secondary trauma on school employees

- Appropriate resources for school employees experiencing secondary trauma

- The school entity's policies regarding trauma-informed approaches

- The school entity's policies for connecting students with appropriate services

- Pedagogy that recognizes the signs and symptoms of trauma

- Integrating knowledge about trauma to promote resiliency among students

Professional Ethics Program Framework Guidelines

- Standards of behavior, values, and principles that inform and guide professional decision-making

- Detailed review of the Pennsylvania Model Code of Ethics for Educators (MCEE)

- Understanding the role of the Professional Standards and Practices Commission

- Differentiating between codes of conduct and codes of ethics

- Responsibilities to the profession, students, and the school community

- Ethical use of technology in education

Common Ground*

Cultural Awareness, Trauma-Aware, Mental Health and Wellness, and Technological and Virtual Engagement—for teacher training, both preparation and professional development, to provide educators with the skills and approaches that will enable them to better serve learners from all walks of life

Structured Literacy Program Framework Guidelines

Technology Integration

Effective use of educational technology tools (e.g., interactive whiteboards, learning management systems, educational apps)

Strategies for integrating technology into lesson plans

Digital literacy and citizenship

Data-driven instruction using technology

Collaborative learning through technology

Classroom Management Strategies

Effective classroom management techniques

Strategies for maintaining student engagement

Conflict resolution and behavior management

Creating a positive classroom environment

Implementing evidence-based practices

NOCTI Improvement

Understanding NOCTI assessments and score reports

Effective teaching strategies for NOCTI-related content

Data analysis and interpretation for instructional improvement

Addressing gaps in student achievement and curriculum

Professional Development Plan Assurances

Professional Development Plan (Act 48)

1. Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Yes   No
Pa Code, Chapter 4) *

2. 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? Yes   No
(Act 82 of 2012) aka (22 Pa Code, 19) *

3. Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching? * Yes   No

4. 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 Yes   No
educational specialists and administrative representatives chosen by the administrative personnel? (Act 48, Section 1205.1) *

5. Does the committee include parents of children attending a school in the district, local business representatives and other individuals representing the Yes   No
community appointed by the board of directors? (Act 48, Section 1205.1) *

6. Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16) * Yes   No

7. Does the professional development plan align with educator needs? (Act 48, Section 2) * Yes   No

8. Do the implementation steps cover at least a three-year implementation horizon? *

Yes   No

9. When is the first year the LEA will offer Structured Literacy Training to the staff? *   2025   -

10. 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)? *

EVALUATION AND REVIEW

 The professional education plan will be reviewed at the end of each school year to monitor for progress; review student data for student achievement and growth outcomes on local benchmark and diagnostic assessments as well as standardized testing outcomes and the Future Ready PA Index. Learning walks and teacher observations will take place throughout each year of the plan to observe participants' use of new knowledge and skills. Surveys will be conducted to measure participants' learning and ongoing needs assessment.