

Berks CTC

**CTC Plan**

07/01/2019 - 06/30/2022

# CTC Profile

---

## Demographics

3307 Friedensburg Road  
Oley, PA 19547  
(610)987-6201

AYP Status: Not Provided  
Administrative Director: Dr. James A. Kraft

## Planning Process

### THE PLANNING PROCESS

Strategic planning is critical to the long-term success of any organization. Recognizing the importance of planning, the Joint Operating Committee of the Berks Career and Technology Center endorsed strategic planning as the means to systematically change and improve the educational program so all students will achieve at high levels and realize their maximum potential. BCTC's Strategic Plan builds a foundation for the future for the years 2014 through 2022. The Pennsylvania Department of Education's Comprehensive Plan and planning process is encompassed in the BCTC Strategic Plan.

### Phase I: Preplanning and Establishing a Blueprint

BCTC developed a strategic planning process and timeline during the 2013-2014 school year and began to re-examine and update its existing plan (Appendix A). Following approximately four (4) months of preplanning activities, the first steering committee meeting was held on March 25, 2014. A total of 28 stakeholders, representing a cross section of the community, served on the Steering Committee. A listing of Steering Committee members is provided in Appendix B. A blueprint that served to direct the remainder of the planning process was developed from that initial planning meeting. This included a mission statement, vision statement, set of belief statements, priority goals, and strategy statements.

In the spring, five (5) stakeholder surveys were developed and administered online. Data from these surveys were compiled and used for planning purposes. Data from BCTC's 25+ performance indicators was collected, compiled and organized for use by the internal planning team in developing the strategic initiatives that make up the Plan.

Each year during the first week of August at the BCTC planning session, the session participants review data encompassed in the Strategic Plan and the Comprehensive Plan and adjusts school improvement goal setting accordingly.

## **Phase II: Internal Planning**

Following the initial Steering Committee session, an internal Planning Team met for four (4) days, August 5 – 8, 2014 to develop the Strategic Plan. From that planning session, strategic initiatives were developed and organized around six (6) broad strategies. The strategies follow the school's mission, vision, and quality statements as well as Middle States Accreditations, ISO-9001, and commitment to the continuous improvement process. The internal Planning Team was comprised of 16 teachers, administrators and support staff.

## **Phase III: Action Planning**

In the fall of 2014 Process Management Teams (PMT) were formed and team leaders were identified and trained to develop action plans for those strategies identified for implementation (i.e., annual School Improvement Plan). Each PMT consisted of approximately five (5) members who were selected based on their interest and expertise in the strategy.

The PMT's developed detailed action plans that would lead to the accomplishment of the priority goals and ultimately fulfill the school's mission as defined by the Steering Committee. The PMT's researched, analyzed and developed plans consistent with its assigned strategies.

## **Phase IV: Finalizing and Approving the Strategic Plan**

The Planning Committee met again to review the Plan. Based on their feedback, final revisions were made to the Plan. The Plan was posted to the school's website and made available in the Administrative Office for 28-day public review. The Joint Operating Committee (JOC) was presented with the Plan for approval.

A total of 50 strategic initiatives organized around six (6) broad strategy statements were finally approved for inclusion in the Strategic Plan. The annual School Improvement Plan (i.e., strategic initiatives to be implemented) were presented to and approved by the JOC.

The Strategic Plan (i.e., Plan for Growth and Improvement) and the annual School Improvement Plan was discussed with the staff and community during in-service, regularly scheduled advisory meetings and is posted on BCTC's website.

## **Phase V: Implementation**

Implementation is ongoing. Each year BCTC completes an assessment of the current School Improvement Plan, reviews school performance data, reviews the Strategic Plan and identifies the next year's annual School Improvement Plan. This Plan is integral to BCTC's ISO Continuous Improvement Process, the Middle States Accreditation Process and PDE's Comprehensive Planning Process. Timelines, responsibilities and priorities will be established by the administration and approved by the JOC through the annual School (Continuous) Improvement Process. Furthermore, the parameters established by the

JOC during the annual budgeting process will serve to guide the implementation process. Through the successful implementation of this Strategic Plan, the learning needs of all students will be met resulting in every child achieving at high academic and occupational levels.

## Mission Statement

Our mission is to prepare all students for successful careers and higher education through a highly acclaimed, integrated academic and technical education experience.

## Vision Statement

Our vision is to provide a safe learning environment where each student is valued and prepared to succeed.

## Shared Values

**We believe** that all students are important and we value the uniqueness of each individual.

**We believe** that a high quality teaching and learning process must be a top priority with a shared responsibility for student success.

**We believe** that high standards and high expectations coupled with relevant experiences will motivate students to achieve excellence.

**We believe** all students can learn and have a desire to be successful.

**We believe** in providing a professional and safe learning environment that embraces diversity and mutual respect.

**We believe** that all students must have the skills, knowledge, and attitudes necessary to compete in a rapidly changing and technologically sophisticated global economy.

**We believe** that continual learning and professional development for all staff members is essential to student achievement.

**We believe** in continuous improvement and life-long learning.

**We believe** that participative processes with key stakeholders during the decision-making process yield the best results.

**We believe** in embracing accountability based on documented outcomes.

**We believe** that achievement is the shared responsibility of all stakeholders in the learning community.

## **Educational Community**

### **Description of the educational community:**

The Berks Career and Technology Center (BCTC) is located in Berks County. The Center consists of two high school campuses and serves students from 16 participating school districts from across Berks County. The BCTC East Campus is located in Oley and the BCTC West Campus is located in Leesport, as is the Administrative Center.

The BCTC secondary high school program consists of a total of 38 approved career and technical education (CTE) programs organized around seven (7) broad career clusters. Each program is designed as a three-year experience, with most students entering the program at 10th grade. Approximately 60 students enter the CTE programs in 9th grade, as required by their IEPs. Students complete their programs of study by attending BCTC for a half day for their career and technical courses and also spend a half day at their high school completing their academic courses. In addition, BCTC offers the Berks County Technical Academy and several dual enrollment options for students. Seniors in selected programs will complete a portion of their program offsite.

The continuing education program consists of three (3) divisions: an evening program, daytime program and CDL program. Flexible scheduling options are provided to accommodate the specific needs of adults.

Approximately 1700 high school students and 1000 adults are enrolled each year at BCTC. The staff consists of 65 professional educators and administrators and 75 paraprofessional and support personnel split evenly across both campuses.

All secondary teachers are professionally licensed and have earned nationally recognized industry certifications. In addition, every CTE teacher has practical experience and has worked in her/his occupational specialty for many years. Approximately 50 adjunct instructors support the continuing education program.

The school's annual budget (2017-2018) is \$17,381,624 with an average cost per pupil to the districts of approximately \$7,200.

### **The Educational Program**

The educational program is nationally recognized and well-known for high student achievement. Students consistently score above the national and state averages on standardized occupational competency tests. In addition, BCTC students are always among the top medal winners in state and national skills competitions. The educational program has been awarded Middle States Accreditation through the year 2025.

The curriculum framework is competency- based and learning guides are the primary instructional tool for individualizing the delivery of instruction. Academic content, as identified through the Pennsylvania Core Standards, is embedded in the curriculum where appropriate. The curriculum is updated and validated annually by regional business and industry representatives through occupational advisory committees. Most of the 38 CTE programs are accredited or endorsed by outside trade and technical associations as having met a recognized industry standard. These industry accredited programs provide students the opportunity to earn an industry recognized credentials that are portable and highly valued by employers.

The facilities, laboratories, equipment and technology at BCTC are state of the art.

The Center completed a \$34 million renovation to both East and West campuses in 2002. Of that amount more than \$5 million was invested in equipment and technology. In addition, the school purchases equipment annually to maintain relevance with the local industry. The facilities are clean, well maintained and provide a safe and healthy learning environment for students. Each campus provides a building capacity of approximately 130,000 square feet and is situated on 23 beautifully landscaped acres. **Recent restructuring of CTE programs between 2017 and 2020 focused on creating career cluster environments where like-programs were clustered in a relative location to allow for the facilitation of collaborative learning between programs.**

Every CTE secondary program has been articulated with a postsecondary program. These articulation agreements provide students with advanced credits at many postsecondary institutions. In addition, BCTC maintains partnership initiatives with Reading Area Community College and Penn State Berks where students can be dual enrolled in courses that meet high school graduation credit and at the same time meet the course requirements for an associate and or bachelor's degree.

All programs combine theory and practice. Academic content underlying the curriculum is taught in the context of the various occupational competencies that comprise the curriculum. For many students their learning experience is extended into the workplace through shadowing, internship, clinical, apprenticeship, or capstone work-based experiences.

Students at BCTC can participate in a number of student organizations including SkillsUSA, Health Occupations Students of America (HOSA), Family, Career and Community Leaders of America (FCCLA) and Future Farmers of America (FFA). Through these co-curricular organizations students develop leadership skills, learn the value of community service, become engaged citizens, and refine their social skills. In addition, students may become members of Virtual Enterprise International, the National Technical

Honor Society and the Pennsylvania Builders Association Student Chapter. **New for the 2018-2019 school year is the inclusion of the Virtual Enterprises International club which serves to is an in-school, live, global business simulation that offers students a competitive edge through project-based, collaborative learning and the development of 21st-century skills in entrepreneurship, global business, problem solving, communication, personal finance and technology.**

Students are provided a variety of support services at BCTC. A learning resource center is located at each campus and is staffed by professional special education staff and paraprofessionals who provide individualized assistance for students requiring extra help. Each campus is staffed with school counselors and a supplemental nurse. In addition, instructional assistants are assigned to specific programs to facilitate student success.

### **Administration and Governance**

The Joint Operating Committee (JOC) consists of 16 school board members, one from each of the 16 participating districts. The JOC is the governing body of BCTC and is responsible for establishing policy and approving budgeted expenditures. Monthly public meetings of the JOC are held every fourth Wednesday. A summary of the monthly meetings is posted to the BCTC website.

The BCTC administrative team consists of the following personnel:

- Superintendent of Record
- Executive Director
- Assistant Director
- Building Principal (2)
- Supervisor/Asst. Principal (2)
- Director of Business Affairs and Continuing Education
- Director of Operations
- Director of Information Technology
- Continuing Education Administrator

### **Planning Committee**

Name	Role
Diane Barrie	Administrator : Professional Education

Bill Caine	Administrator : Professional Education
Kim DeHart	Administrator : Professional Education
Jill Hackman	Administrator : Professional Education
Chris Hansen	Administrator : Professional Education
Bridget Holden	Administrator : Professional Education
Steve Keifer	Administrator : Professional Education
James Kraft	Administrator : Professional Education
John Reedy	Administrator : Professional Education
Ron Wilson	Administrator : Professional Education
Deb Heffner	Business Representative : Professional Education
Ed McCann	Business Representative : Professional Education
Mark Pinkasavage	Business Representative : Professional Education
Cheryl Spangler	Business Representative : Professional Education
Ellen Horan	Community Representative : Professional Education
Thomas McKeon	Community Representative : Professional Education
Anna Weitz	Community Representative : Professional Education
Diane Lotz	Ed Specialist - School Counselor : Professional Education
Melissa Yoder	Ed Specialist - School Counselor : Professional Education
Mae Endy	Elementary School Teacher - Regular Education : Professional Education
Eric Lynch	Elementary School Teacher - Regular Education : Professional Education
W. Clarke Hammond	High School Teacher - Regular Education : Professional Education
Christopher Nappi	High School Teacher - Regular Education : Professional Education
Kyle Follweiler	High School Teacher - Special Education : Professional Education
Leah Vey	Instructional Coach/Mentor Librarian : Professional Education
Eric Hopewell	Middle School Teacher - Regular Education : Professional Education
Mel Johnson	Middle School Teacher - Regular Education : Professional Education
Michalene Berg	Parent : Professional Education

Bridget Moffat	Parent : Professional Education
Adam Krick	Student : Professional Education
Jackie Nowotarski	Student : Professional Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

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

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

BCTC is fully aligned with the career education and work standards. BCTC is developing an alignment of the Pennsylvania Core Standards in English language arts and mathematics with all career and technical curriculum. As a shared-time CTC, districts deliver academics to our students.

### *Adaptations*

#### *Checked answers*

- Career Education and Work

#### *Unchecked answers*

- Arts and Humanities
- 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:

BCTC students utilize BCTC created learning guides focused on the career education and work standards. The work-based learning coordinator reviews and refines the learning guides annually based on student, teacher, and employer feedback.

## 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:

BCTC employs BCTC standardized, teacher created, student utilized learning guides for every career and technical program in order to plan career and technical programs/courses. Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards, are identified and can be found within the learning guides. The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified in the learning guides. Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified in the learning guides. BCTC utilizes the PDE Program of Study (POS) task grids as a starting point for all career and technical programs' curricula.

Teachers, administrators, and Occupational Advisory Committee members review the PDE POS grids and add additional tasks needed for entry level jobs in Berks County and the region. Learning guides are created and reviewed regularly. Edits occur based on educational, technological, and industry changes. Learning guides are formally reviewed and updated minimally every five years.

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

Not applicable

### *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.

BCTC's programs provide instruction for multiple entry level occupational titles. Every skill taught within any program of study has a learning guide written that serves dual purposes. First, the learning guides provide the roadmap to prerequisite understanding and developmental projects that guide students toward the acquisition of new skills. Second, the learning guides provide all students the opportunity to move at their own rates of speed. The process includes contract grading: instructors and students contract each report period to complete the number of learning guides/tasks, based on the instructor's perception as to what students should be able to accomplish when consistently on task. BCTC will not reduce the requirements necessary for any student to meet skill standards established by business and industry but learning guides and contract grading provide the means necessary to supply the adaptations and modifications found within Individual Education Plans (IEPs).

BCTC assumes responsibility for helping all students meet performance standards. The crosswalk of PA Core Standards content and Program of Study has been completed, and each learning guide has been identified relative to which additional lessons need to be developed and incorporated into the curriculum to enhance student understanding and performance. BCTC has four Education Facilitators (special education certified). Their job, in conjunction with our three counselors, is to represent BCTC at IEP meetings and lend assistance when determining appropriate placement. They also assure that all IEPs are up-to-date, and they help CTE teachers interpret the IEPs correctly to make the appropriate accommodations and adaptations to ensure the success of special population students. Our participating/sponsoring school districts have designated a Transition Coordinator or Special Education Teacher Liaison to work with our campuses to gain insight into the progress of their special population students. BCTC Education Facilitators work closely and communicate often with district Transition Coordinators or Special Education Teacher Liaisons to ensure additional academic help within the sponsoring school district environment if possible. Students needing additional assistance are referred to our Learning Resource Centers (LRC) for help in study skills, reading assignments, writing assignments, additional test-taking time, or to have tests read to them as required by their IEPs. BCTC requires students write every report period, utilizing Collins' writing methods. BCTC's instructional assistants help special population students with their work when necessary.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Instructional Coaches

##### *Unchecked Answers*

- Career Cluster Chairs
- Not Reviewed

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

As an International Service Organization (ISO) Continuous Improvement school, BCTC engages Process Management Teams (PMTs) to improve communication among staff members, develop more effective action plans, and to increase student achievement. The primary function of the PMT is to:

1. Respond to Opportunities for Improvement (OFI) by determining a root cause, assist in developing an action plan to address the OFI, assist with the implementation of the action plan.
2. Assist in the development and implementation of action plans related to BCTC's annual School Improvement Plan.
3. Provide feedback on the implementation of BCTC's processes and procedures.

An Instructional PMT was established to address new legislation and regulations (i.e. Act 82 and Chapter 19) requiring all public schools in Pennsylvania to implement the new Teacher Effectiveness Model. This PMT includes one central office administrator, two building principals, one instructional coach, and four CTE teachers. Two of the four teachers volunteered to join the committee and two were selected by their respective building principals. All four of these teachers are respected members of the professional teaching staff, have served as instructional leaders within the school, and are considered Subject Matter Experts (SME) at BCTC. The teachers on this PMT represent the multiple career clusters.

#### **Process used to create the evidence for each criteria in the four domains**

Collecting evidence for each criteria in the four domains to satisfy the evaluation process involves the collection of and analysis of all aspects of the teaching process over a period of time. Within the Formative and Summative Assessment sections of the Monitoring and Improving the Instructional Process procedure, detailed instructions are listed to identify the process to collect data used for completing the PDE 82-1 Evaluation Instrument. Formal observations are conducted, at minimum, once per year for tenured instructional staff and quarterly for non-tenured instructional staff and those who are working under a remediation

plan. Informal observations are conducted for all teachers, throughout the school year. Formal safety observations are conducted once per semester by the building assistant principal and the Director of Operations. The Grading and Assessment Observation is conducted with each teacher once per year, at minimum. The Occupational Advisory Committee(OAC) Observation Instrument is used to share feedback with program teachers after each OAC meeting. The eWalk software tool is used to maintain and tabulate the records of observations.

**Process used to create the four levels of rating for each criteria**

Collecting evidence for each criteria in the four domains to satisfy the evaluation process involves the collection of and analysis of all aspects of the teaching process over a period of time. In order to complete all four domains within the evaluation, multiple measures of performance shall be considered. These measures include, but are not limited to, 1) formal observation, informal observation and anecdotal records, 2) planning documents and records, 3) evidence of student effort, achievement and satisfaction, 4) community participation (e.g., parents, occupational advisory members), 5) co-curricular participation, 6) professional development, and 7) ancillary responsibilities (e.g., program planning, open house, etc.).

**Process used to create the Student Learning Objectives (SLO's)**

Initially members of the Instructional PMT met to consider several “big ideas” that could be used to develop a Student Learning Objective (SLO) goal statement. The group agreed to focus on the concept of safety as a “big idea” as safety is central theme for all CTE areas, is embedded as a standard in the Program of Study and has multiple performance measures within BCTC’s Assessment System for School Improvement. The Instructional PMT identified the appropriate Performance Measures and Indicators to support the SLO goal statement. The team also discussed Performance Indicator weighted values and the percentage ranges for the elective rating scale. Consensus was attained amongst the PMT members. This PMT shared the SLO, focused on safety, with the larger instructional staff at the August 2014 In-service and assisted the building administrators to implement this SLO during the 2014/2015 School Year. Post 2014/2015 school year pilot and training, teachers and principals work together to create an SLO for each school year.

**Process used to reach consensus with the teachers, union, and JOC**

At the beginning of the 2013/2014 School Year, BCTC expanded the use of the PMT, around its key processes, to increase the involvement of staff in its continuous improvement model. To this end, the instructional PMT was established to focus exclusively on the instructional process at BCTC and to revise current procedures that would ensure compliance with the Teacher Effectiveness Model. This team, consisting of teachers and administrators, participated in professional development workshops and meetings to implement a School Improvement Plan (SIP) Initiative. Action steps in this SIP Initiative include: 1) review and revise the current instructional process, 2) review and revise the current observational instruments, 3) develop a Student Learning Objective (SLO) sample based upon BCTC's existing performance indicators as defined in the Assessment System for School Improvement and driven by data from the previous year, and 4) develop a training plan for staff related to writing a SLO. To gain consensus from the teachers, union, and JOC, this PMT shared the revised procedures, instruments, and SLO sample with all stakeholders.

**Process used to assure inter-rater reliability**

BCTC developed a number of instruments for monitoring and measuring the delivery of

curriculum, instruction and other key educational processes. These include the following observation instruments: 1) Informal Observation, 2) Formal Observation, 3) Grading and Assessment Observation, 4) Safety Observation, and 5) OAC Observation. Ongoing inter-rater reliability training takes place whenever a new or revised instrument is introduced or change in personnel occurs.

Research suggests that observation instruments related to teaching should be judged against a recognized set of criteria. Four (4) properties serve as a basis for these criteria including:

**1. Objectivity.**

Use of the instrument should yield verifiable, reproducible data not a function of the peculiar characteristics of the rater.

**2. Reliability.**

It should yield the same values, within the limits of allowable error, under the same condition. All persons using the instrument must apply it consistently when making an observation.

**3. Validity.**

Its content should be relevant to a defined area of investigation. Content validity is a non-statistical form of validity and involves having a group of experts review the instrument to determine that it provides a valid measure of what it is attempting to measure.

**4. Utility.**

It should not be so cumbersome and laborious as to preclude collection of data at a reasonable rate.

BCTC uses a group of subject matter experts (SME) to review the observation instruments on an annual basis. This is a reasonable process to ensuring the instruments are providing an accurate measure of performance or, stated differently, this will define the calibration process for the instruments listed above. Such a process will address the properties of objectivity, validity, reliability and utility. Furthermore, to ensure greater inter-rater reliability, each year, members of the administrative team are trained in the use of the instruments to ensure the highest possible inter-rater reliability.

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

BCTC does not employ Career Cluster Chairs.

### *Responsiveness to Student Needs*

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

All instructional practices fully implemented.

### *Recruitment*

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

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

N/A-BCTC is a shared time CTC

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

N/A-BCTC is a shared time CTC

### **Assessments**

#### *Local Graduation Requirements*

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

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit			

(Numerical Answer)			
--------------------	--	--	--

### *Local Assessments*

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

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
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*

- 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, CTC/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, CTC/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.

*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.
- 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**

- National Occupational Competency Testing Institute (NOCTI) posttest
- Teacher-designed Summative Assessments

### **Benchmark Assessments**

- NOCTI pretest

### **Formative Assessments**

- Teacher-designed formative written and performance assessments, and daily work ethic grading
- Progress reports, marking period reports

### **Diagnostic Assessments**

- Sending districts provide diagnostic assessments

## ***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.

BCTC is a shared time CTC.

## ***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.

Collecting evidence for each criteria in the four domains to satisfy the evaluation process involves the collection of and analysis of all aspects of the teaching process over a period of time. Within the Formative and Summative Assessment sections of the Monitoring and Improving the Instructional process procedure, detailed instructions are listed to identify the process to collect data used for completing the PDE 82-1 Evaluation Instrument. Formal observations are conducted, at minimum once per year for tenured instructional staff and quarterly for non-tenured instructional staff and those who are working under a remediation plan. Informal observations are conducted for all teachers throughout the school year. Formal

safety observations are conducted once per semester by the building assistant principal and the Director of Operations. The Grading and Assessment Observation is conducted with each teacher once per year, at minimum. The Occupational Advisory Committee (OAC) Observation Instrument is used to share feedback with program teachers after each OAC meeting. The eWalk software tool is used to maintain and tabulate the records of observations. In addition, teachers meet with their principal in September to review prior year data to guide instruction for the upcoming year.

### *Collection and Dissemination*

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

Collecting evidence for each criteria in the four domains to satisfy the evaluation process involves the collection of and analysis of all aspects of the teaching process over a period of time. Within the Formative and Summative Assessment sections of the Monitoring and Improving the Instructional process procedure, detailed instructions are listed to identify the process to collect data used for completing the PDE 82-1 Evaluation Instrument. Formal observations are conducted, at minimum, twice per year for tenured instructional staff and quarterly for non-tenured instructional staff and those who are working under a remediation plan. Informal observations are conducted for all teachers, at minimum, once every two weeks. Formal safety observations are conducted once per semester by the building assistant principal and the Director of Operations. The Grading and Assessment Observation is conducted with each teacher once per year, at minimum. The Occupational Advisory Committee (OAC) Observation Instrument is used to share feedback with program teachers after each OAC meeting. The eWalk software tool is used to maintain and tabulate the records of observations. In addition, teachers meet with their principal in September to review prior year data to guide instruction and SLO's for the upcoming year.

### *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.

Not applicable

### *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.

BCTC is a shared time CTC.

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

BCTC is a shared time CTC.

### ***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
- School Calendar
- Student Handbook
- Annual Summer Work Session for Data Review

- Occupational Advisory Committee (OAC) meetings; Professional Advisory Committee (PAC) meetings; Local Advisory Committee (LAC) meetings; Certificate and Awards event

#### *Unchecked answers*

- Press Releases

Provide brief explanation of the process for incorporating selected strategies.

Assessment results are shared annually with the students, parents, JOC, OAC, BEC, PAC, BCTC educators and staff, and the sending districts via mailings, presentations, and email.

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

BCTC plans to create and disseminate press releases.

## **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
- 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
- Student Assistance Program Teams and Training

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

Peer helper programs, school resource officers, and SAP teams are provided by the sending schools, to reduce redundancy. If a student requires one of these services, a referral process is in place.

### *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.)**

BCTC is a shared time CTC

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

BCTC is a shared time CTC

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

BCTC is a shared time CTC

**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.**

BCTC is a shared time CTC

### *Developmental Services*

#### *Checked answers*

- 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
- Health and Wellness Curriculum
- Health Screenings
- Individual Student Planning
- Orientation/Transition
- Coordination of Services with Sending School

#### *Unchecked answers*

- Academic Counseling
- Nutrition
- RTII/MTSS
- Wellness/Health Appraisal

Explanation of developmental services:

BCTC does not provide academic counseling, nutrition, RtII, or wellness/health appraisal, to reduce redundancy. These are provided by the sending districts. If a student requires one of these services, a referral process is in place.

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

#### *Checked answers*

- Accommodations and Modifications
- Administration of Medication
- Assessment/Progress Monitoring
- Crisis Response/Management/Intervention
- Individual Counseling
- Small Group Counseling-Educational planning
- Small Group Counseling-Personal and Social Development
- Special Education Evaluation
- Coordination of Services with Sending School

#### *Unchecked answers*

- Assessment of Academic Skills/Aptitude for Learning
- Casework
- Intervention for Actual or Potential Health Problems
- Placement into Appropriate Programs
- Small Group Counseling-Coping with life situations
- Student Assistance Program

Explanation of diagnostic, intervention and referral services:

BCTC is a shared time school; sending school districts provide assessment of academic skills/aptitude for learning, casework, intervention for health problems, placement, small group counseling for life situations and development.

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

#### *Checked answers*

- Home/Family Communication
- Referral to Community Agencies
- Staff Development
- System Support
- Coordination of Services with Sending School

#### *Unchecked answers*

- Alternative Education
- Case and Care Management
- Community Liaison
- Community Services Coordination (Internal or External)
- Coordinate Plans
- Coordination with Families (Learning or Behavioral)

- Managing Chronic Health Problems
- Managing IEP and 504 Plans
- Strengthening Relationships Between School Personnel, Parents and Communities
- Truancy Coordination

Explanation of consultation and coordination services:

BCTC is a shared time school; sending school districts provide alternative education, case and care management, community liaison, community services coordination (internal or external), coordinate plans, coordination with families (learning or behavioral), managing chronic health problems, managing IEP and 504 plans, and truancy coordination. If a student requires one of these services, a referral process is in place.

### *Communication of Educational Opportunities*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

### *Communication of Student Health Needs*

**(Comprehensive CTC only)**

*Checked answers**None.**Unchecked answers*

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

***Frequency of Communication***Frequency of communication: **Yearly*****Collaboration for Interventions***

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

Collaboration time is provided for teachers and interventionists to discuss student progress.

Data meetings are held to discuss individual student progress and to determine, as a team, the best intervention for each student in need.

***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

Sending districts provide child care, after school programs, and academic tutoring. If a student requires one of these services, a referral process is in place. BCTC provides in depth youth workforce development via the work-based education coordinator taught lessons focusing the PDE Career Education and Work standards, grade 11.

**Materials and Resources**

### *Description of Materials and Resources*

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

Provide explanation for processes used to ensure Accomplishment.

BCTC is ISO registered and in continuous improvement. As a continuous improvement school, BCTC engages Process Management Teams (PMTs) to increase student achievement, to improve communication among staff members, and to develop materials and resources more fully and effectively.

Principals and teachers meet at least three times per year to review data and related materials and resources to ensure high quality. Occupational advisory committees meet twice per year to review materials and resources and to review and provide feedback on current and future trends in the program's industry.

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

Not applicable

### *SAS Incorporation*

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Not Applicable
Career Education and Work	Full Implementation
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Not Applicable
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not Applicable
PA Core Standards: Mathematics	Not Applicable
Economics	Not Applicable
Environment and Ecology	Not Applicable
Family and Consumer Sciences	Not Applicable

Geography	Not Applicable
Health, Safety and Physical Education	Not Applicable
History	Not Applicable
Science and Technology and Engineering Education	Not Applicable

Further explanation for columns selected

BCTC is a shared time career and technology center.

## Professional Education

### *Characteristics*

Which of the following describes your professional education program for classroom teachers, school counselors and education specialists? (Check all that apply)

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on effective practice research, 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.

Which of the following describes your professional education program for administrators and other educators seeking leadership roles? (Check all that apply)

- 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 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.
- 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.

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

Multiple resources are utilized to ensure professional development. 1. Annually, the professional development committee develops and disseminates a needs assessment to all professional staff. The responses are taken into account when planning Inservice days, instructional coaching, and instructional leadership. 2. Pennsylvania Department of Education initiatives and mandates take priority for professional development. 3. Teacher and principal data review meetings also guide professional development. BCTC disseminates and collects professional development activity surveys and responds to educators' requests and suggestions for improvement.

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

BCTC rarely serves gifted students. Professional development is provided as needed.

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

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

<b>Questions</b>
The LEA has conducted the required training on:
1/21/2013
6/13/2018
The LEA plans to conduct the required training on approximately:
6/2/2023

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

<b>Questions</b>
The LEA has conducted the training on:
10/12/2015
The LEA plans to conduct the training on approximately:
10/12/2020

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

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

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- 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*

- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

Multiple resources are utilized to ensure professional development. 1. Annually, the professional development committee develops and disseminates a needs assessment to all professional staff. The responses are taken into account when planning Inservice days, instructional coaching, and instructional leadership. 2. Pennsylvania Department of Education initiatives and mandates take priority for professional development. 3. Teacher and principal data review meetings also guide professional development.

BCTC disseminates and collects professional development activity surveys and responds to educators' requests and suggestions for improvement.

Multiple measures of performance shall be considered. These measures include, but are not limited to, 1) formal observation, informal observation and anecdotal records, 2) planning documents and records, 3) evidence of student effort, achievement and satisfaction, 4) community participation (e.g., parents, occupational advisory members), 5) co-curricular

participation, 6) professional development, and 7) ancillary responsibilities (e.g., program planning, open house, etc.).

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

BCTC will research, pilot, adjust, and implement a systemic process to validate providers' capacity to present quality professional development.

### *Induction Program*

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

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

BCTC provides a 30-hour new teacher induction program followed by weekly new teacher/mentor teacher meetings, and weekly new teacher/principal meetings. The meetings

focus on specific topics and new teacher identified needs. New BCTC teachers also participate in the four-day Temple University new teacher workshop.

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

All strategies selected.

### *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.
- 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.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

BCTC provides a 30-hour new teacher induction program followed by weekly new teacher/mentor teacher meetings, and weekly new teacher/principal meetings. The meetings focus on specific topics and new teacher identified needs.

Multiple measures of performance shall be considered. These measures include, but are not limited to, 1) formal observation, informal observation and anecdotal records, 2) planning documents and records, 3) evidence of student effort, achievement and satisfaction, 4) community participation (e.g., parents, occupational advisory members), 5) co-curricular participation, 6) professional development, and 7) ancillary responsibilities (e.g., program planning, open house, etc.).

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

BCTC utilizes NOCTI data. New BCTC teachers do not create portfolios, nor create written reports summarizing instructional activity.

### *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.

Mentors/peer teachers are selected by principals based on above mentioned characteristics and approved by the board. BCTC utilizes instructional coaches. BCTC is in year two of piloting a three year induction plan.

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

All characteristics are selected.

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X				

Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners		X				
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X				X

If necessary, provide further explanation.

Not applicable

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The induction program is evaluated on a cycle in accordance with the Teacher Induction Report that is included in the Comprehensive Plan, submitted to the Pennsylvania Department of Education. Annual evaluations and monitoring will be complete by the Assistant Director and the Professional Development Committee. Adjustments will be made based on data review, PDE requirements, and research. Building administrators will monitor and evaluate the induction program.

### ***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:

Overall percentage of students at or above competent is 91.38%

### Accomplishment #2:

Percentage of PA skills certificates earned is 75.00%.

### Accomplishment #3:

Total number of certifications earned annually by all BCTC students is 2340.

### Accomplishment #4:

Percentage of BCTC students earning industry certification, OSHA 10-hour safety card is 100%.

### Accomplishment #5:

BCTC student attendance is 93.30%.

### Accomplishment #6:

Total BCTC discipline incidents is 413.

### Accomplishment #7:

Overall BCTC student satisfaction is 3.13 out of 4.00 on the school climate survey.

### Accomplishment #8:

Overall BCTC teacher satisfaction is 3.18 out of 4.00 on the school climate survey.

### Accomplishment #9:

Overall BCTC staff satisfaction is 3.90 out of 4.00 on school climate survey.

### Accomplishment #10:

Average OAC program member participation is 6.8 members per meeting

## CTC Concerns

### Concern #1:

According to graduation data, there is evidence that all students entering an approved CTE program do not graduate from the sending high school on time.

**Concern #2:**

According to NOCTI data, there is evidence that all students did not reach occupational competency.

**Concern #3:**

According to certification data, there is evidence that all students did not earn all required industry recognized certifications and licenses within their respective programs.

**Concern #4:**

According to enrollment data, there is evidence that district draw did not reach goal.

**Concern #5:**

According to client survey data, there is evidence that student satisfaction responses did not reach goal.

**Concern #6:**

According to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ("Perkins IV") BCTC must meet the accountability target for 6S1 Nontraditional Participation (Gender-Dominated).

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*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:**

According to graduation data, there is evidence that all students entering an approved CTE program do not graduate from the sending high school on time.

According to enrollment data, there is evidence that district draw did not reach goal.

According to client survey data, there is evidence that student satisfaction responses did not reach goal.

According to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 ("Perkins IV") BCTC must meet the accountability target for 6S1 Nontraditional Participation (Gender-Dominated).

**Systemic Challenge #2** (*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:**

According to graduation data, there is evidence that all students entering an approved CTE program do not graduate from the sending high school on time.

.....

According to certification data, there is evidence that all students did not earn all required industry recognized certifications and licenses within their respective programs.

.....

According to client survey data, there is evidence that student satisfaction responses did not reach goal.

**Systemic Challenge #3** (*Guiding Question #2*) Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Aligned Concerns:**

According to NOCTI data, there is evidence that all students did not reach occupational competency.

.....

According to certification data, there is evidence that all students did not earn all required industry recognized certifications and licenses within their respective programs.

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

# CTC Level Plan

---

## 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.

### Indicators of Effectiveness:

Type: Annual

Data Source: On-time graduation data, percentage district draw data, and student satisfaction data

Specific Targets: On-time graduation rate will exceed the state standard and/or will increase annually, 2013-2014 = 97.6%

Average percentage district draw will increase by .5% each year, 2013-2014 = 14.8%

Student satisfaction will increase by .05% each year, 2013-2014 = 3.23

### *Strategies:*

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

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

**SAS Alignment:** Assessment, Instruction

## *Instructional Coaching: The Principles of Partnership*

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

**SAS Alignment:** Instruction

## *Career Pathways*

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

**SAS Alignment:** Standards

## *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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: <http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

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

#### *On-time graduation; academic integration*

**Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

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

- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*Accountability target 6S1 Nontraditional Participation (Gender-Dominated)*

**Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*District draw data*

**Description:**

Assistant Director/Executive Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and

improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

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

### *Student satisfaction data*

**Description:**

Assistant Director/Executive Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

## *Advanced college credit at BCTC*

### **Description:**

BCTC counselors offer students information and opportunity to learn about and participate in Students Occupationally and Academically Ready (SOAR), the Technical Academy Partnership with Reading Area Community College, and the Medical Health Professions' partnership at PSU-Berks.

**Start Date:** 9/2/2014    **End Date:** 6/30/2022

**Program Area(s):** Student Services

### **Supported Strategies:**

- Career Pathways

**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.

### **Indicators of Effectiveness:**

Type: Annual

Data Source:

On-time graduation data, earned industry certifications and licenses, Keystone data, and student satisfaction data

Specific Targets:

On-time graduation rate will exceed the state standard and/or will increase annually, 2013-2014 = 97.6%

Percentage of students earning required industry certification & licenses will increase annually, 2013-2014 = 90%

Proficient/advanced rate Keystone Assessments or alternative assessments for graduation will exceed the state standard and/or will increase annually, 2013-2014 = TBD

Student satisfaction will increase by .05% each year, 2013-2014 = 3.23

### **Strategies:**

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

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

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Instruction

#### *Career Pathways*

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

**SAS Alignment:** Standards

### *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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

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

#### *On-time graduation; academic integration*

**Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*Industry certification earned data*

**Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

Review and adoption of recommended local (OAC) and PDE industry certifications and teacher and program certification and accreditations.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

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

- Differentiating Instruction
- Increased Quality Instructional Time

*Accountability target 6S1 Nontraditional Participation (Gender-Dominated)*

**Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*Student satisfaction data*

**Description:**

Assistant Director/Executive Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and

improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

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

### *Advanced college credit at BCTC*

**Description:**

BCTC counselors offer students information and opportunity to learn about and participate in Students Occupationally and Academically Ready (SOAR), the Technical Academy Partnership with Reading Area Community College, and the Medical Health Professions' partnership at PSU-Berks.

**Start Date:** 9/2/2014    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Career Pathways

**Goal #3:** Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Indicators of Effectiveness:**

Type: Annual

Data Source:

Annual NOCTI scores and earned industry certifications and licenses

Specific Targets:

Percentage of students achieving at the competent level or above will exceed the state average and/or increase annually, 2013-2014 = 91.3% and

Percentage of students earning the BCTC required industry certifications and licenses related to their CTE program will increase annually, 2013-2014 = 90%

### ***Strategies:***

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

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

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Instruction

#### ***Career Pathways***

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in

Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways.

(Source:

[http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) ) Career Pathways: education with a purpose provides strong support

for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> )

**SAS Alignment:** Standards

### *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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Learning

Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and

<http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

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

*National Occupational Competency Testing Institute (NOCTI) evaluation*

**Description:**

Pre and post test according to NOCTI policy and BCTC procedures; after pre and post testing student services provides reports to teachers and administrators; teachers and administrators review scores and reports in order to adjust instruction and improve student achievement. This is an ongoing event with various data meetings held in the fall, winter, spring, and summer.

Initiatives in response to analytics could include and not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

Additionally, review and improvement of NOCTI procedures takes place annually or as needed. Best practices are shared at teacher-principal data review meeting; faculty meetings; new teacher-lead teacher meetings, and peer to peer.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*Industry certification earned data***Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to:

instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

Review and adoption of recommended local (OAC) and PDE industry certifications and teacher and program certification and accreditations.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

*Advanced college credit at BCTC*

**Description:**

BCTC counselors offer students information and opportunity to learn about and participate in Students Occupationally and Academically Ready (SOAR), the Technical Academy Partnership with Reading Area Community College, and the Medical Health Professions' partnership at PSU-Berks.

**Start Date:** 9/2/2014    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

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

- Differentiating Instruction
- Increased Quality Instructional Time

### *On-time graduation; academic integration*

#### **Description:**

Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

**Start Date:** 8/25/2014    **End Date:** 6/30/2022

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

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Career Pathways
- Differentiating Instruction
- Increased Quality Instructional Time

# Appendix: Professional Development Implementation Step Details

---

<b>LEA Goals Addressed:</b>	<p>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.</p> <p>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.</p> <p>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</p>	<p><b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #2: Instructional Coaching: The Principles of Partnership</b></p> <p><b>Strategy #3: Career Pathways</b></p> <p><b>Strategy #4: Differentiating Instruction</b></p> <p><b>Strategy #5: Increased Quality Instructional Time</b></p>
-----------------------------	---	--

Start	End	Title	Description
8/25/2014	6/30/2022	On-time graduation; academic integration	Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.
	<b>Person Responsible</b>	<b>SH S EP</b>	<b>Provider</b>
			<b>Type App.</b>

Assistant Director, Building Principals	3.0	3	12	Various providers could include: BCTC, PDE, MAX teaching, Collins Writing, PDE-TAP, Temple University, IU, and others to be determined based on data review	School Entity	No
--	-----	---	----	---	---------------	----

---

**Knowledge**

Teachers learn reading writing, speaking, literacy strategies, math, and instructional strategies in order to increase students' CTE and send school achievement. Encourages teachers' reflective practice.

**Supportive Research**

Data analysis, data informed instruction, Instructional coaching, career pathways, differentiating instruction, increased quality instructional time

**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.

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**

Series of Workshops

---

Department Focused Presentation  
 Online-Synchronous  
 Online-Asynchronous  
 Professional Learning Communities  
 Offsite Conferences

---

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors New Staff	<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<p><b>Establish a system within the school that fully ensures barriers to student learning are addressed in order to increase student achievement, completion rates and/or graduation rates.</b></p> <p><b>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.</b></p> <p><b>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</b></p>	<p><b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #2: Instructional Coaching: The Principles of Partnership</b></p> <p><b>Strategy #3: Career Pathways</b></p> <p><b>Strategy #4: Differentiating Instruction</b></p> <p><b>Strategy #5: Increased Quality Instructional Time</b></p>
-----------------------------	--	--

Start	End	Title	Description																			
8/25/2014	6/30/2022	On-time graduation; academic integration	Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.																			
		<table border="0"> <tr> <td style="padding-right: 10px;"><b>Person Responsible</b></td> <td style="padding-right: 10px;"><b>SH</b></td> <td style="padding-right: 10px;"><b>S</b></td> <td style="padding-right: 10px;"><b>EP</b></td> <td style="padding-right: 10px;"><b>Provider</b></td> <td style="padding-right: 10px;"><b>Type</b></td> <td style="padding-right: 10px;"><b>App.</b></td> </tr> <tr> <td>Assistant Director, Building Principals</td> <td>3.0</td> <td>3</td> <td>12</td> <td>Various providers could include: BCTC, PDE, MAX teaching, Collins Writing, PDE-TAP, Temple University, IU, and others to be determined based on data review</td> <td>School Entity</td> <td>No</td> </tr> </table>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>	Assistant Director, Building Principals	3.0	3	12	Various providers could include: BCTC, PDE, MAX teaching, Collins Writing, PDE-TAP, Temple University, IU, and others to be determined based on data review	School Entity	No						
<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>																
Assistant Director, Building Principals	3.0	3	12	Various providers could include: BCTC, PDE, MAX teaching, Collins Writing, PDE-TAP, Temple University, IU, and others to be determined based on data review	School Entity	No																

**Knowledge** Teachers learn reading writing, speaking, literacy strategies, math, and instructional strategies in order to increase students' CTE and send school achievement. Encourages teachers' reflective practice.

**Supportive Research**

Data analysis, data informed instruction, Instructional coaching, career pathways, differentiating instruction, increased quality instructional time

**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.

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**

Series of Workshops  
 Department Focused Presentation  
 Online-Synchronous  
 Online-Asynchronous  
 Professional Learning Communities  
 Offsite Conferences

---

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors New Staff	<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers  Peer-to-peer lesson discussion  Lesson modeling with mentoring  Joint planning period activities	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Standardized student assessment data other than the PSSA  Classroom student assessment data Participant survey Review of participant lesson plans

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

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #2: Instructional Coaching: The Principles of Partnership**  
**Strategy #3: Career Pathways**  
**Strategy #4: Differentiating Instruction**

**Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.**

**Strategy #5: Increased Quality Instructional Time**

<b>Start</b>	<b>End</b>	<b>Title</b>					<b>Description</b>		
8/25/2014	6/30/2022	Industry certification earned data					Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.		
							Review and adoption of recommended local (OAC) and PDE industry certifications and teacher and program certification and accreditations.		
			<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
		<b>Person Responsible</b> Assistant Director, Building Principals, Supervisor of CTE/Assistant Principals	1.0	3	6	BCTC and PDE		School Entity	Yes

### **Knowledge**

Educators gain knowledge to enable students to gain industry certifications.

### **Supportive Research**

Data analysis, data informed instruction, Instructional coaching, career pathways, differentiating instruction, increased quality instructional time

### **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.

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**

Series of Workshops  
Professional Learning Communities  
Offsite Conferences

**Participant Roles**

Dir

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

**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

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

**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

activities

Number of students earning industry certifications

<b>LEA Goals Addressed:</b>	Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Instructional Coaching: The Principles of Partnership</b> <b>Strategy #3: Career Pathways</b> <b>Strategy #4: Differentiating Instruction</b> <b>Strategy #5: Increased Quality Instructional Time</b>
-----------------------------	---	---

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/25/2014	6/30/2022	National Occupational Competency Testing Institute (NOCTI) evaluation	<p>Pre and post test according to NOCTI policy and BCTC procedures; after pre and post testing student services provides reports to teachers and administrators; teachers and administrators review scores and reports in order to adjust instruction and improve student achievement. This is an ongoing event with various data meetings held in the fall, winter, spring, and summer.</p> <p>Initiatives in response to analytics could include and not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.</p> <p>Additionally, review and improvement of NOCTI procedures takes place annually or as needed. Best practices are shared at teacher-principal data review meeting; faculty meetings; new teacher-lead teacher meetings, and peer to peer.</p>							

Assistant Director, Building Principals, Supervisor of CTE/Assistant Principals, Student Services	3.0	1	10	BCTC and PDE	School Entity	Yes
--	-----	---	----	--------------	------------------	-----

---

**Knowledge**

Teachers learn to analyze NOCTI pre and post test data in order to form instructional practice and increase student achievement. Teachers learn to adjust instruction based on data.

**Supportive  
Research**

Data analysis, data-informed instruction, data teams and data warehousing; instructional coaching, and differentiating instruction.

**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.

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

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

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

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences		
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors	<b>Grade Levels</b>
			High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring		<b>Evaluation Methods</b>
			Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

**LEA Goals Addressed:** Establish a system within the school that fully ensures students who are academically **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &**

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 the consistent implementation of effective instructional practices across all classrooms.

#### Data Warehousing

Strategy #2: Instructional Coaching: The Principles of Partnership

Strategy #3: Career Pathways

Strategy #4: Differentiating Instruction

Strategy #5: Increased Quality Instructional Time

Start	End	Title	Description					Type	App.
8/25/2014	6/30/2022	Industry certification earned data	Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.					School Entity	Yes
			Review and adoption of recommended local (OAC) and PDE industry certifications and teacher and program certification and accreditations.						
		<b>Person Responsible</b> Assistant Director, Building Principals, Supervisor of CTE/Assistant Principals	<b>SH</b> 1.0	<b>S</b> 3	<b>EP</b> 6	<b>Provider</b> BCTC and PDE			

#### Knowledge

Educators gain knowledge to enable students to gain industry certifications.

#### Supportive Research

Data analysis, data informed instruction, Instructional coaching, career pathways, differentiating instruction, increased quality instructional time

#### Designed to Accomplish

For classroom teachers, school

Enhances the educator's content knowledge in the area of the educator's

counselors and education specialists:

certification or assignment.

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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**

Series of Workshops  
Professional Learning Communities  
Offsite Conferences

**Participant Roles**

Dir

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

**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

**Evaluation Methods**

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

peers  
 Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Joint planning period activities

instructional delivery and professionalism.  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Participant survey  
 Number of students earning industry certifications

**LEA Goals Addressed:**

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

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

**Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.**

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

**Strategy #2: Instructional Coaching: The Principles of Partnership**

**Strategy #3: Career Pathways**

**Strategy #4: Differentiating Instruction**

**Strategy #5: Increased Quality Instructional Time**

Start	End	Title	Description
8/25/2014	6/30/2022	On-time graduation; academic integration	Assistant Director to collect and organize strategies and data, at annual data review session team to analyze for root cause and improvement initiatives, plan improvement initiatives, implement initiatives, review students', teachers', and

programs' data. Initiatives could include/not limited to: instructional coaching, career pathways, differentiated instruction, increased quality instructional time.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Assistant Director, Building Principals	3.0	3	12	Various providers could include: BCTC, PDE, MAX teaching, Collins Writing, PDE-TAP, Temple University, IU, and others to be determined based on data review	School Entity	No

---

### **Knowledge**

Teachers learn reading writing, speaking, literacy strategies, math, and instructional strategies in order to increase students' CTE and send school achievement. Encourages teachers' reflective practice.

### **Supportive Research**

Data analysis, data informed instruction, Instructional coaching, career pathways, differentiating instruction, increased quality instructional time

### **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.

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

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

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

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences	<b>Grade Levels</b>	High (grades 9-12)
<b>Participant Roles</b>	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors New Staff	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities		



# 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*