

PENNSYLVANIA CTE *Best Practices Initiative*

Implementation Guide for “Developing a School-wide Professional Development Plan”

Developed by the Professional Learning Community (PLC) on:
“Professional Growth”



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Section One: Overview of Professional Learning Communities / Professional Growth

A. Introduction

To help expand and sustain the implementation of the strategies identified through the *Pennsylvania CTE Best Practices Initiative*¹ (BPI), the Bureau of Career and Technical Education (BCTE) and Meeder Consulting initiated five virtual Professional Learning Communities (PLCs) in 2011. Through these PLCs, administrators and other designated teacher-leaders from throughout the Commonwealth met virtually for six months to focus activity and learning around one of five overarching strategies identified in the BPI.

To further sustain collaboration and peer-to-peer learning, each PLC developed an Implementation Guide on a particular strategy element. These guides are intended to serve as practical, step-by-step resources for CTE leaders and stakeholders throughout the Commonwealth as they evaluate how to improve school and student performance.

The material presented in this guide, collected and edited by consultants from Meeder Consulting, draws upon the collective professional experience and knowledge of the Instructional Support and Guidance PLC members as presented during PLC meetings and in online discussion forums. The guide captures the information and considerations that PLC members identified as being key enrollment and recruitment strategies.

B. Summary of Professional Growth Discussions

At the onset of the Professional Growth PLC, members identified two core components of professional growth:

- Professional development
- Instructor evaluation

Members summarized the concept of "professional growth" as the combination of ongoing professional learning and professional accountability (evaluation) at both the

¹ In 2010, the Pennsylvania Department of Education's Bureau of Career and Technical Education (BCTE), with the support of the Meeder Consulting Group, launched the Pennsylvania CTE Best Practices Initiative. After conducting site visits and phone interviews with CTCs across Pennsylvania, Meeder Consulting documented 13 strategies used by CTCs to create standards aligned systems and to support those systems with people, processes and partnerships. All of these strategies are discussed in detail in case studies and profiles available on the BCTE website.

individual and school-wide levels. These two components are linked and build off of one another.

While both components of professional growth identified by the team warrant closer inspection, PLC members decided it would be most effective to focus their discussions primarily around one of these core components: **professional development**. This decision stemmed from a desire to address one core component in-depth rather than attempt to address both components and risk doing so in a less extensive manner because of time constraints. As PLC discussions evolved, members focused primarily on professional development as it relates to instructional staff.

In terms of professional development, PLC members focused on the importance of developing school-wide professional development plans that link professional development to specific **goals**, identify and address **staff needs**, prioritize **learning opportunities** and include **follow-through** and **evaluation measures**.

C. Benefits of Professional Development

The following list details some of the benefits of professional development:

- Supports overall school performance
In schools where instructors participate and apply the findings of professional development in the classroom, the effects of professional development may reach more students and all programs because of the overall emphasis on common professional development goals and activities. In such cases, the entire school benefits when there is a culture centered on professional development.
- Strengthens instructor performance
Effective and research-based professional development may help instructors to teach more effectively. As discussed later in this summary report, the full realization of this benefit is contingent not only on instructors participating in professional development but on the extent to which they apply the knowledge and skills they learn.
- Contributes to improved student performance
Students benefit when instructors understand and use research-based instructional strategies. Effective professional development helps instructors improve and refine their teaching skills. It also helps to keep them up to date in

pedagogy and in their technical fields, benefits that may be passed on to their students in terms of how and what they teach.

- Boosts instructor motivation and retention
Quality professional development can play an important role in educating and supporting both novice and veteran instructors. Professional development often provides instructors with new knowledge and skills, which in turn can boost their confidence and their belief in their ability to have a positive impact on their students. It can help motivate instructors and encourage them to stay in the teaching profession.
- Addresses needs identified through data analysis
Professional development should be provided to target areas in need of growth as documented in assessment data. Effective professional development can train instructors on instructional strategies that may help address these needs.

Section Two: Key Elements / Characteristics of Professional Development Plans

To focus professional development on key school-wide goals, CTCs should consider developing annual school-wide professional development plans. Professional development plans typically provide an overview of the focus of professional development and of how professional development will be implemented on a school-wide basis over the course of a school year. Such plans tend to center on specific professional learning themes and school-wide goals.

Professional development plans should:

- Align the focus of school-wide professional development with school, district and state goals;
- Prioritize and allow for a variety of learning opportunities;
- Emphasize classroom follow-through and implementation;
- Support ongoing evaluation of the effectiveness of professional development; and
- Identify and address the needs of the staff as a whole and also allow for individuals to seek out opportunities to address personal professional learning needs.

A. Plan Development Considerations

To develop a professional development plan, a CTC should address the following considerations.

- ***Who will create the professional development plan?***

Typically, a team of several staff members and/or administrators may work collectively to develop the plan. This can be accomplished through professional development committees comprising administrators and instructional staff. This option helps ensure that the concerns of both the leadership team and the instructional staff are considered. Another option is that the administrative team may create the plan.

Example: Parkway West Career & Technology Center

At Parkway West CTC, a professional development committee assumes responsibility for developing the CTC's annual professional development plan. Members of the committee include the assistant director, the dean of students, the curriculum instructor, a guidance counselor and two instructors.

- ***How will staff input be solicited and incorporated into the plan?***

When developing a plan, it is important to ensure that all administrative, instructional and support staff members are provided an opportunity to comment or offer input. Staff input can be solicited through surveys and by discussion of instructor observations and evaluations.

Examples:

Parkway West Career & Technology Center

At Parkway West CTC, professional development needs surveys are administered to faculty to obtain their feedback on a wide range of issues related to school and student performance. For example, the surveys may ask faculty to rate their level of confidence in areas of curriculum and instruction or on using technology as an instructional tool. In addition, the professional development committee uses the goals set forth in Technical Assistance Program (TAP) to determine what the goals for professional development will be during the following school year.

Erie County Technical School (ECTS)

At ECTS, professional development services are rated annually by instructors on an Operations and Management Survey. Open-ended questions allow instructors to add comments about what they would like to see offered for professional development.

Responses to the surveys are taken into consideration as the professional development plan is created.

In addition, a team of ECTS administrators provides input on annual instructor evaluations. Criteria are rated in a spreadsheet format as "Achieved," "Not Achieved" or "Not Applicable." Results are tallied and then compared to instructor self-evaluations. An analysis of those items with the largest number of "Not Achieved" ratings will sometimes lead to topics for future staff development offerings. Finally, a review of "Walk Through Observation" reports can identify potential needs for staff development that can be delivered in large groups, small groups or individually as needed.

- ***How will the plan be shared with faculty and staff?***

After the plan is created, it should be shared with faculty and staff. Typically, this can be done at an in-service or faculty meeting. PLC guest speaker Sandra Himes, executive director of Upper Bucks County Technical School, emphasized the importance of providing faculty and staff with the context for the plan's goals and action steps. To do this, she provides her staff with an overview of new or changing state, district and school policies. She reviews relevant initiatives from the Pennsylvania Department of Education and goals set forth by the Bureau of CTE as well as federal requirements and goals.

B. Plan Template

As outlined in Figure A below, there are four key components of professional development plans:

- Goals,
- Action steps,
- Application and follow-through, and
- Evaluation and assessment.

These four components will be discussed in more detail later on in this section.

It is important to note that this list of components is not intended to be an exhaustive one, nor should the plan template be considered as a one-size-fits-all model for how CTCs approach professional development. The components themselves and the template are intended to be flexible and scalable in nature so that CTCs may adopt, implement and customize them to best meet their specific needs and goals.

Figure A. Professional Development Plan Template

Professional Development Plan Template
I. Goals <ul style="list-style-type: none">• <i>Professional development goals should align with state, district and school performance goals</i>• <i>Short-term and long-term goals identify strategic and measurable targets for CTCs to achieve.</i>• <i>Address both individual needs and school-wide needs.</i>
II. Action Steps <ul style="list-style-type: none">• <i>What steps will be taken to help achieve goals? (Prioritize learning opportunities based on goals and resources.)</i>• <i>Determine type and delivery style of professional development.</i>• <i>Who is responsible for each action step?</i>• <i>What is the timeline for each action step?</i>• <i>What are the resources and costs?</i>
III. Application and Follow-Through <ul style="list-style-type: none">• <i>After professional development is provided, what measures will be taken to help ensure the learned strategies are implemented?</i>
IV. Evaluation and Assessment <ul style="list-style-type: none">• <i>How and when will progress made toward goals be measured?</i>

Professional Development Plan Component I: Goals

- **Professional development goals should align with state, district and school performance goals.**

The most effective professional development plans are centered on specific and measurable targets that align and support the school and student improvement goals set at the school, district, state and federal levels. In addition, the plans take into account factors such as:

- Student performance data that indicates areas in need of growth,
- The suggestions and professional learning needs of instructional staff, and
- State and federal policies and initiatives.

Ultimately, as guest presenter Sandra Himes articulated, each goal set forth in the plan should address how to enhance professional skills, the programs, and/or student achievement.

- **Short-term and long-term goals identify strategic and measurable targets for CTCs to achieve.**

To ensure that plans are actionable and achievable, CTCs should target approximately three to five goals per year. The goals should include those that target short-term gains as well as those focused on long-term achievements. Short-term goals may cover a time period of several months, while long-term goals typically cover a year or longer. For example, at Erie County Technical School, administrators set short-term goals to be achieved over a 90-day period. The short-term nature of these goals is intended to provide team members with specific and manageable performance targets, and it allows for immediate accountability and feedback.

- **Goals should address both individual needs and school-wide needs.**

School-wide professional development plans should include goals that address the needs of individual instructors based on their professional experience as well as the collective needs of the staff. This differentiated approach allows for the flexibility to meet both school-wide and individual instructor needs. For example, if a goal is for instructors to use one literacy strategy per week, and the action step calls for training instructors on literacy strategies, then CTCs may consider offering two levels of training—one for instructors with limited literacy experience and another for colleagues with more advanced experience.

Setting goals helps ensure that professional development will be structured and organized around central themes rather than offered in an ad hoc or disjointed manner. When all staff members are focused on common goals at a CTC, there is an opportunity for collaborative learning and commitment centered on achieving these goals.

Example

- **Erie County Technical School (ECTS)**

During the summer, the administrative team and three voluntary members of the instructional staff at ECTS attend a three-day retreat. During this retreat, participants review data, such as NOCTI scores and responses to student and parent surveys, and consider any statewide CTE goals or goals related to the Technical Assistance Program (TAP). From this information, the participants identify three priorities, or goals, on which to focus over the next school year. A "Priority Action Plan" outlining these goals

and action steps is created and presented to the faculty at the beginning of the next school year.

The leadership team at ECTS sets and reviews individual project goals every 90 days. The short-term nature of these goals is intended to provide team members with specific and manageable performance targets. The 90-day timeframe allows for immediate accountability and feedback.

Professional Development Plan Component II: Action Steps

Once the goals of the professional development plan have been established, the plan should specify the steps to be taken to achieve them. These action steps serve to focus professional development on the set targets and **prioritize learning opportunities** on the basis of available resources. Action steps determine the types and focus of professional development to be provided. There should be at least one action step for each of the goals set forth in the plan.

During the process of determining action steps, several elements should be considered and addressed.

- **Determine the type and delivery style of professional development to be offered.**
 - *Include opportunities for peer-to-peer learning through activities such as mentoring, professional learning communities and classroom observations.*
 - *Allow instructors to provide turn-around training through which they share what they learned at a professional development session with colleagues who did not participate.*
 - *Include opportunities to address updates in technical areas.*
 - *Include project-based and real-world learning experiences.*
 - *Differentiate professional development offerings based on learning styles, experience and interest.*
 - *Tap resources from within staff and have instructors present to colleagues.*
 - *If available, instructional coaches can provide professional development and help customize strategies for instructors.*

- **Identify who is responsible for each action step.**
Determine who will assume responsibility for making sure the action step is completed. Identify who will be involved in the action step. (All staff? New instructors? Instructors within a certain program?)
- **Establish a timeline for completing each action step.**
Define the period of time during which the action step will be implemented. For example, rolling out larger professional development initiatives in incremental stages may be more effective than implementing them all at once. Breaking out the initiatives into smaller steps may make them more manageable and prevent affected staff from feeling overwhelmed.
- **Determine the resources and costs.**
In light of budget constraints, it is important to determine the resources and costs associated with each action step.

Example

- **Erie County Technical School**
ECTS develops annual action plans to address priorities. One recent priority was to develop a personalized professional development plan for instructors. The plan was completed by the leadership team. The template below provides an abbreviated look at the key elements of this plan including action steps.

Goal 1:			
Problem Definition:			
Co-captains:			
Measurable / Observable Product:			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A.			
1.			
2.			
3.			

Professional Development Plan Component III: Application and Follow-Through

- **After professional development is provided, what measures will be taken to help ensure the learned strategies are implemented?**

An effective school-wide professional development plan should address how CTC faculty members will be held accountable for the application and follow-through of what they learned from professional development. It is not sufficient or effective for instructors to merely participate in professional development sessions without applying the new knowledge in the classroom. In such cases, professional development is essentially rendered futile because it will not lead to improved instructor or student performance. Therefore, a professional development plan should include strategies to help bridge the gap between what is learned through professional development and the extent to which this new knowledge actually is applied consistently in the classroom.

CTCs can use various strategies, such as those outlined below, to help ensure such follow-through occurs on a school-wide basis. These strategies range from informal practices, such as providing opportunities for peer-to-peer learning, to more formal ones, such as linking instructor evaluation to the professional development plan.

Practices to Promote Application and Follow-Through of Professional Development Strategies

- Create opportunities for peer-to-peer learning among colleagues as a means to build buy-in, create a culture of learning and encourage collaboration. Examples of peer-to-peer learning include:
 - Observing in colleagues' classrooms,
 - Staff presentations to colleagues on topics of interest or expertise,
 - Professional learning communities that meet regularly on a particular topic, and
 - Turn-around training during which selected faculty members who attended a workshop or conference present on what they learned to the rest of the staff. (One PLC member suggested that presentation guidelines could be developed for faculty members to ensure consistency.)

At Parkway West Career & Technology Center, administrators and instructional staff share their professional knowledge and expertise with each other through turn-around training sessions. These sessions may be as low key as a 15-minute presentation during a faculty meeting or as in-depth as a 3-hour block of in-service time. Faculty find these training sessions valuable and relevant to their everyday professional concerns. The presenter understands the challenges they face and the environment in which they

teach. As one PLC member stated, instructors learn well from "others who are currently or recently have been *in the trenches* with us."

- Provide job-embedded support to instructors to help them implement strategies according to their individual needs. Job-embedded support can be provided by:
 - Instructional coaches,
 - Administrators, and/or
 - Mentors.
- Conduct follow-up meetings to discuss progress and experience with implementing strategies addressed through professional development. After a school-wide in-service, administrators can schedule a follow-up meeting during which staff members report back on their experiences with applying the strategies addressed in the in-service.
- Build in "reminders" for staff of the goals and action steps. Such reminders may include practices as simple as sending email updates to staff or reviewing the plan during faculty meetings. As one PLC member stated, ongoing reminders are key to ensuring the goals and action steps "don't become wallpaper on a bulletin board."
- Build upon what is already being done. Instructors may be more likely to implement action steps and follow through on strategies if they are extensions of practices already in place. For example, a CTC could add specific criteria related to professional development goals to existing instructor observation checklists or tools. In this way, the addition of these goals is incremental and may not be as daunting to instructors nor perceived as "one more thing to do."
- Link the implementation of action steps to instructor evaluation. Aligning the expectations included in the professional development plan with instructor evaluation plans may support widespread instructor follow-through on the action steps. (*Because of time constraints, the PLC did not spend much time focusing solely on instructor evaluation. PLC members expressed an interest in continuing the discussion perhaps in future PLC meetings.*) The following list provides suggestions of how this alignment could occur.
 - Require instructors to maintain a **professional portfolio** in which they document how they are focusing on the professional development goals and implementing the action steps. At Erie County Technical School, for example, instructors develop a portfolio over the course of the school year and add to it

examples and evidence of training in which they participated, certifications earned and exemplary lessons. As one member noted, the portfolio is an opportunity for instructors to "showcase their work based upon set criteria." The principal and instructor review the portfolio at the end of the school year.

- Conduct **pre- and post-observation conferences**. During the pre-conference, the criteria upon which instructors will be evaluated are discussed. After the observation, the evaluator and the instructor discuss the extent to which the criteria were met during the lesson.

Professional Development Plan Component IV: Evaluation and Assessment

- **How and when will progress made toward goals be measured?**

Evaluation and assessment is an important component of the professional development plan. As stated by PLC guest speaker Sandy Himes, "What gets measured, gets done." CTCs should put into place practices and tools that can "continually assess" the extent to which the goals of the professional development plan are met. This assessment should take place on an ongoing basis rather than occurring only at the end of the school year. This allows for modifications to the actions steps and continued progress toward the goals to be made.

To support ongoing evaluation of the extent to which goals are being met, the professional development plan should detail the types of assessment to be used and specific points in time at which assessment will be conducted. To determine which types of assessment to be used, consideration should be given to what data is available and the types of analysis necessary to determine whether there is progress toward achieving the goals. For example, data may relate to student performance, such as NOCTI and/or PSSA scores or classroom-based assessments. It may also relate to instructor performance, such as instructor evaluation results, exit interviews or surveys.

It is recommended that the plan be re-visited throughout the school year to evaluate whether its goals are being addressed. At the end of the school year, the cumulative progress made toward the goals should be reviewed so that the next year's plan can address any remaining goals.

Example

- **Erie County Technical School**

ECTS established the goal that 80% or more of concentrators would score at or above the national norm on the NOCTI written test. (BCTE collects data annually on NOCTI scores, and program re-approvals hinge in part on reaching the PDE goal of "55% or more of students scoring at or above the national norm" on the NOCTI assessment.) On an annual basis, ECTS administrators analyze NOCTI test scores and share the results of this analysis with the instructional staff as part of an effort to improve program quality. The information learned during this evaluation process helps determine the extent to which professional development may have helped improve student performance as well as areas in which additional support may be needed.

Instructors participate in an in-depth in-service at the beginning of each school year during which they review the most recent NOCTI written test scores by competency level and develop action plans based on the results.

Section Three: Challenges and Solutions

As CTCs strive to develop professional development plans and promote professional growth, there are several challenges that may need to be addressed.

- Challenge: Insufficient funding to provide professional development opportunities.

As CTCs face budget constraints, it may prove difficult to provide ongoing professional development opportunities that meet the needs of instructors.

Suggestions for How to Address Challenge:

- *Use "in-house" resources to provide professional development. Tap into the expertise of staff members by having them provide turn-around training to colleagues and share during in-services.*
- *Create professional learning communities that are organized around the interests and needs of instructors.*
- *Partner with other CTCs to share resources and expertise. Invite faculty from neighboring CTCs to present on an area in which they have found success.*
- ***Example:*** *ECTS staff visited several other CTE schools and presented in-service programs on analyzing NOCTI scores for program improvement. In addition, the ECTS curriculum specialist visited other CTE schools to provide workshops on*

aligning Duty/Task Lists to PA Academic Standards, NOCTI competencies and national skill standards.

- Challenge: Insufficient time in the day for instructors to participate in professional development opportunities.

For many instructors, finding sufficient time to participate in professional growth activities within their set work hours proves difficult in light of the daily demands of lesson planning and teaching. Instructors already work around tight schedules, and efforts to promote and participate in professional growth activities may be perceived as "adding another brick to the load."

Suggestions for How to Address Challenge:

- *Offer opportunities to participate in short and informal voluntary professional development sessions before or after school, or during lunch. These sessions could be facilitated by instructors and/or administrators.*
- *Use technology to expand access to professional learning experiences and to provide flexibility with scheduling. Examples may include:*
 - *Videos such as those available through the digital streaming libraries of the Intermediate Units. (Directions for how to access these videos are included in the Appendix of this report.) There are also vendors that provide professional development videos.*
 - *Online professional development sites that provide virtual training sessions and programs.*
 - *Online community sites on which groups of educators can facilitate discussions and learning around a particular topic of study.*
 - *Using webinar services to connect groups of educators with their peers to share and exchange ideas.*
- *Link professional development with ongoing expectations and activities so that it becomes an embedded part of the CTC's culture. For example, those schools preparing for Chapter 339 reviews can tie professional development to the requirements and preparation for these reviews.*

Appendix: Resources

This section contains summaries and links to reports, articles and other resources that may be useful to those interested in learning more about professional development.

Reports, Articles and Handbooks

- [Finding Time for Professional Development](#)
North Central Regional Educational Laboratory
1997
This article highlights the challenges of finding time for professional development. It offers suggestions on how to provide ongoing support to instructors so that effective school reform efforts may be implemented.
- [Guide to Collaborative Culture and Shared Leadership](#)
Center for Collaborative Education
January 2001
This guide includes detailed information on developing a collaborative culture and creating shared leadership, decision making and effective instructor teams. A special focus is placed on creating effective teams, and examples of tools, protocols and exercises for use in such an endeavor can be found in the appendix. While predominately focused on middle schools, the material is applicable across the education spectrum.
- [Induction into Learning Communities](#)
National Commission on Teaching and America's Future
2005
This paper focuses on teacher induction programs and discusses a number of key topics, including:
 - Are states and school districts ready to support comprehensive induction programs?
 - What are the costs and consequences of failing to develop systemic induction programs?
 - Steps toward building systemic induction programs: components and policies
 - Moving from a stand-alone teaching culture to induction programs that support strong learning communities

- [Leading Gen Y Teachers: Emerging Strategies for School Leaders](#)

National Comprehensive Center for Teacher Quality

2009

This research brief examines strategies for the recruitment, retention and support of younger, "Generation Y" teachers (those born between 1977 and 1995). It focuses on what school-level leaders can do to ensure that the profession benefits from these teachers and draws on research from the private sector related to effectively supporting Generation Y talent.

- [Measuring and Improving the Effectiveness of High School Teachers](#)

Alliance for Excellent Education

March 2008

This Issue Brief presents the idea that "With robust, multiple measures of teacher effectiveness, complemented by targeted professional development, high-quality evaluations, and smart accountability, educators and policymakers can indeed use effectiveness measures to improve the quality of high school teaching." It examines how effectiveness should be defined and measured and includes an in-depth discussion of how to improve teacher effectiveness and the policies that can support that effort.

- [A Plan to Help Teachers and School Supervisors Implement Seven Tips to Improve Instructional Skills](#) (Click on this link to go to the SREB publication page.

Paste "A Plan to Help Teachers and School Supervisors Implement Seven Tips to Improve Instructional Skills" into the search box.)

Southern Regional Education Board

2008

This toolkit provides seven tips to improving instructional skills. Rubrics are provided for each tip to indicate three levels of implementation: beginning, partial and complete. Comments and resource recommendations for utilizing technology to support the tips are provided as well.

- [Professional Development: 5 Musts for Turn Around Schools](#)

John B. Bond

ASCD Express, Vol. 6, No. 12.

2011

This article highlights how professional development can and should be used to turn around schools in need of urgent change. It outlines five key requirements for implementing professional development, stating that professional development must:

- Be driven by student achievement data;

- Have adequate resources;
 - Be effectively led;
 - Be a tool to energize teachers; and
 - Be linked to evaluation.
- **[Tapping the Potential: Retaining and Developing High-Quality New Teachers](#)**
Alliance for Excellent Education
June 2004
This paper takes a close look at the problem of how to retain teachers and develop them into high-quality professionals. The solution that is presented focuses on comprehensive induction for every beginning teacher. Components of such programs and tips for success are addressed, and policy recommendations are provided.
 - **Sample teacher development plans/guidelines:**
A number of states have instituted requirements for teacher professional development plans. Click [here](#) for a sample from Wisconsin.

Websites

- *Pennsylvania Bureau of Career and Technical Education*
[http://www.portal.state.pa.us/portal/server.pt/community/bureauofcareer technical_education/7334](http://www.portal.state.pa.us/portal/server.pt/community/bureauofcareer_technical_education/7334)
- *Pennsylvania Bureau of Career and Technical Education: Professional Personal Development Centers*
<http://www.portal.state.pa.us/portal/server.pt/community/professionaleducationdevelopment/7345>
- *Pennsylvania Association of Career & Technical Administrators (PACTA)*
<http://www.pacareertech.org/>
- *Professional Development: Continuing Education*
U.S. Department of Education
<http://www2.ed.gov/teachers/dev/contedu/edpicks.jhtml>
This federal website presents a collection of resources on teacher quality and professional development, including links to a number of additional external organizations with more information.

- *Support for Teachers*

Council for Exceptional Children

http://www.cec.sped.org/AM/Template.cfm?Section=Support_for_Teachers&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=36&ContentID=5610

This website contains a collection of resources on a variety of teacher support facets, including collaboration, co-teaching, instructional strategies, networking and more. While the main audience is special education teachers, the majority of the content is applicable across disciplines.

Case Studies

Researchers from Meeder Consulting conducted one-day site visits at 11 career and technical centers selected by PDE-BCTE and prepared detailed case studies based on the promising practices identified during these visits. The following resource provides overview information on those practices relating to the subject matter around which the PLC is focused. For the comprehensive summary of these practices, see the case studies at:

http://www.portal.state.pa.us/portal/server.pt/community/best_practices/7683/case_studies/794984#link5.

Greater Altoona Career and Technology Center (GACTC)

- Professional development committee issues annual survey to identify the needs of instructors and plans in-service days and sessions at bi-weekly faculty meetings. Instructors participate in "lunchtime learning," a peer-to-peer sharing session held during lunchtime.

Lancaster County Career and Technology Center

- During monthly staff development meetings, instructional coaches present teaching strategies to staff members and then the principals model one of these strategies during the follow-up faculty meeting.

Lehigh Career & Technical Institute (LCTI)

- Professional development sessions, referred to as "Educator Academies," are conducted in-house by staff members and encourage instructors to share instructional strategies with colleagues.

Reading Muhlenberg Career & Technology Center

- Developed a proactive and goal-oriented instructor evaluation system that provides the opportunity for instructors and their evaluators to rate instructor performance, reflect on areas of growth and set targeted goals.

Upper Bucks County Technical School (UB Tech)

- Professional development programs ensure that all instructors understand the fundamentals of CTE as well as specific classroom strategies.
- Comprehensive, multiple-session instructor evaluation process fosters interaction and individualized professional development goal setting for instructors.

Other



Directions for Accessing, Viewing and Saving Videos from IU5

1. Go to the website: <http://www.iu5.org>.
2. Click on Programs and Services.
3. Click on IMTS - School Improvement Services.
4. Click on Digital Resource Portal.
5. Sign in with your username and password (provided by IU).
6. Click on Login.
7. Click on the CLICK HERE for Digital Resource Portal tab.
8. Now you're ready to type keywords into the search box to find your videos. You can narrow your search by grade level, length of the video, etc.
9. You can download and save videos to your I-Drive for viewing at any time, at no charge to your program's budget!

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