

## **WESTERN MONTGOMERY CTC**

77 Graterford Road

Professional Development Plan (Act 48) | 2021 - 2024

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### **ACT 48**

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

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

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

g. A school district that contracts with a community provider to operate a prekindergarten program shall address in the school district's professional education plan how the school district will offer professional education opportunities to teachers in the community provider's prekindergarten program.

LEA provided professional education meets the education needs of that school entity and its professional employees, so that they may meet the specific needs of students. Professional education for all levels of an LEA should be based on sound research and promising practices that promotes educators' skills over the long term.

Exemplary professional education for staff:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

## PROFILE AND PLAN ESSENTIALS

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## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
David Livengood	Administrative Director	David Livengood	School Board of Directors
Mark Holtzman	Principal	Mark Holtzman	Administration Personnel
Candice Landis	Counsler	Candice Landis	Administration Personnel
Tim McGinnis	Teacher	Tim McGinnis	Administration Personnel
Angela Reichert	Teacher	Angela Reichert	Administration Personnel
Julia Powers	Counsler	Julia Powers	Administration Personnel

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Appointed By</b>
Rock Durrant	Teacher	Rock Durrant	Administration Personnel
Crystal Smith	Instructional Aid/ Parent	Crystal Smith	Administration Personnel

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

The committee meets monthly, (9 times) to discuss upcoming professional development and deliver to the staff on in-service days, faculty meetings, or on as need basis.

## PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

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

## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### WORK BASED LEARNING FAMILIARIZATION

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Action Step	Audience	Topics to be Included	Evidence of Learning
	Faculty	Definition, benefits and procedure for work-based learning.	Post in-service survey

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Lead Person/Position	Anticipated Timeline
Barb Muller	12/05/2022 - 08/31/2023

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### LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually		

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## WMCTC ENROLLMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
Choose the proper delivery method to increase the number of students participating in programs.	JOC/ Instructors/ Partner Schools	Student Enrollment Numbers and Program strengths	Survey
Lead Person/Position	Anticipated Timeline		
Administrative Director	12/05/2022 - 06/17/2024		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually		

## POST PROGRAM GRADUATION

Action Step	Audience	Topics to be Included	Evidence of Learning
<p>A graduation survey will be developed to collect post-graduation contact information as well as post-graduation plans. The co-op coordinator visits graduated co-op seniors at jobs to do a post-graduation check-in. Instructors do a follow-up email with their graduated senior 6 months out from graduation (December) to ask their former students to take the survey provided to them in an email. Counselors, Principals, Administrative Assistants, Student success coordinators, Instructional Assistants and directors will call students to check in and remind them to Complete the graduation survey.</p>	Students	Plans after High School	Job Placement/Schooling
Lead Person/Position	Anticipated Timeline		
Counselors	12/05/2022 - 06/17/2024		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Annually		



## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

Other Professional Development Activities are not included in this report

## **EVALUATION AND REVIEW**

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

Data is reviewed from Nocti Scores, Industry Certifications, and informal gathering of information. The PD team meets monthly and discusses topics that administration seems necessary to operate the building. This might include state-required training, or other topics such as Occupational Advisor Committees, or 339 approved program evaluations, to prepare professional development for the staff.

## PROFESSIONAL EDUCATION PLAN ASSURANCES

We affirm that this Professional Education Plan focuses on the learning needs of each staff member to ensure all staff members meet or exceed high academic standards in each of the core subject areas.

Mark Holtzman

10/24/2022

Professional Education Committee Chairperson:

Date

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I affirm that this Professional Education Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning.

David Livengood

10/24/2022

Superintendent or Chief Administrative Officer:

Date