MIDDLE BUCKS INSTITUTE OF TECHNOLOGY

2740 York Road

Professional Development Plan (Act 48) | 2024 - 2027

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

Career and Technical Center

122097007

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Dr. Mark Covelle	Administrative Director	Administrator	School Board of Directors
Lauren Doherty	Assistant Administrative Director	Administrator	School Board of Directors
Dr. Matthew Gale	CTE Supervisor	Administrator	Administration Personnel
Cynthia Midgett	Dental Occupations Instructor	High School Teacher	Administration Personnel
Sherry Appleton	Medical and Health Professions Instructor	High School Teacher	Administration Personnel
James Davey	Multimedia Technology Instructor	High School Teacher	Administration Personnel

Name	Title	Committee Role	Appointed By
Nancy Doster	Administrative Assistant	Other	Administration Personnel
Elizabeth Fala	Instructional Assistant	Other	Administration Personnel
Steven Guinan	Work-Based Education Coordinator	Education Specialist	Administration Personnel
Malcolm Roach	Construction Carpentry Instructor	High School Teacher	Administration Personnel
Lise Rich	Special Education Teacher	Education Specialist	Administration Personnel
Robert Schwarz	Automotive Technology Instructor	Education Specialist	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 members of this committee serve on MBIT's Building Leadership Team which meets on a monthly basis. The members of the committee were nominated as leaders within the school by administration, colleagues, and peers. The committee provides valuable insight and feedback on the operations of the school and assist in the development of our Induction Plan and Professional Development Plan.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

EDUCATIONAL TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
Empower educators with the knowledge and skills necessary to integrate technology into their instruction.	Teachers, student services, instructional assistants.	Clear Touch Interactive Boards Google Classroom Artificial Intelligence Microsoft Presentation software	Lesson planning, consistent integration of new technological skills into instruction

Lead Person/Position	Anticipated Timeline
Assistant Administrative Director	08/19/2024 - 12/19/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Weekly professional development sessions (Tech Wednesday), monthly lunch and learn sessions.	1e: Designing Coherent Instruction 4e: Growing and Developing Professionally	

Type of Activities	Frequency		Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
			1d: Demonstrating Knowledge of Resources	
			1a: Demonstrating Knowledge of Content and Pedagogy	
			3c: Engaging Students in Learning	
Inservice day	Annually		3c: Engaging Students in Learning	
			1e: Designing Coherent Instruction	
			4e: Growing and Developing Professionally	
			1d: Demonstrating Knowledge of Resources	
			1a: Demonstrating Knowledge of Content and Pedagogy	

CLEAR TOUCH INTERACTIVE BOARDS TRAINING

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment. Empower educators with the knowledge and skills necessary to integrate technology into their instruction.	Teachers and Instructional Assistants	Use and implementation of the Clear Touch Interactive Boards	Integration of the interactive boards into daily instruction

Lead Person/Position	Anticipated Timeline
Assistant Administrative Director	04/01/2024 - 09/01/2024

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One-time training session with Clear Touch vendor	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Lunch and Learn sessions	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources	

ATTRACTING AND RETAINING DIVERSE, HIGH-QUALITY CTE EDUCATORS

Action Step	Audience	Topics to be Included	Evidence of Learning
Recruit and retain diverse, high-quality CTE educators.	Administrative team, Human Resources	Recruitment Strategies Diversity and Inclusion Mentorship Programs Recognition Cultural Competence	Implementation plans Updated recruitment strategies Diversity and inclusion practices

Lead Person/Position	Anticipated Timeline
Human Resources Coordinator	08/19/2024 - 12/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Annually	2a: Creating an Environment of Respect and Rapport 4f: Showing Professionalism	Common Ground: Culturally Relevant Sustaining Education

21ST CENTURY SKILL INTEGRATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Integrate 21st century workforce skill development for students.	Teachers, Student Services, Instructional Assistants	Overview Curriculum Alignment CTSOs Communication and Collaboration Skills Technology Integration Critical Thinking and Problem-Solving Global Citizenship Creativity and Innovation Entrepreneurship Community and Industry Partnerships Ethical Decision Making Resilience and Emotional Intelligence Student engagement strategies Continuous learning	Lesson planning, student work examples, technology integration artifacts, successful placement of graduates.

Lead Person/Position	Anticipated Timeline
Assistant Administrative Director	08/19/2024 - 12/31/2027

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	1f: Designing Student Assessments 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3b: Using Questioning and Discussion Techniques	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2a: Creating an Environment of Respect and Rapport	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		2b: Establishing a Culture for Learning	
		4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		3a: Communicating with Students	
		4e: Growing and Developing Professionally	
		1e: Designing Coherent	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Instruction 3c: Engaging Students in Learning	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly Lunch and Learn Sessions	1f: Designing Student Assessments 3d: Using Assessment in Instruction 1d: Demonstrating Knowledge of Resources 3b: Using Questioning and Discussion Techniques 4d: Participating in a Professional Community 1c: Setting Instructional Outcomes 3a: Communicating with Students 4e: Growing and Developing Professionally	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1e: Designing Coherent Instruction	
		3c: Engaging Students in Learning	
		1a: Demonstrating Knowledge of Content and Pedagogy	
		2a: Creating an Environment of Respect and Rapport	
		3e: Demonstrating Flexibility and Responsiveness	
		1b: Demonstrating Knowledge of Students	
		2b: Establishing a Culture for Learning	
		4a: Reflecting on Teaching	

EQUIPMENT MASTERY-ONGOING PD FOR UPGRADED CTE EQUIPMENT INTEGRATION

Action Step	Audience	Topics to be Included	Evidence of Learning

Action Step	Audience	Topics to be Included	Evidence of Learning
Ensure effective and immediate professional development for CTE educators when new equipment is acquired ensuring educators are proficient in the use of the new equipment.	Teachers, Instructional Assistants, Facility Manager	Introduction to new equipment Safety Protocols Equipment Operation Advanced Functions Maintenance and care Troubleshooting Curriculum Integration Optimization Real-World Applications Updates on Equipment Upgrades Access to Additional Resources	Certifications utilizing new equipment Lesson Planning Safety Certifications Integration of Equipment into Instruction

Lead Person/Position	Anticipated Timeline
Assistant Administrative Director	08/19/2024 - 12/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As needed	3c: Engaging Students in Learning 4d: Participating in a Professional Community 2e: Organizing Physical Space 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		4e: Growing and Developing Professionally	
		1d: Demonstrating Knowledge of Resources	

INNOVATIVE MARKETING STRATEGIES FOR DIVERSE AND CONSISTENT MESSAGING

Action Step	Audience	Topics to be Included	Evidence of Learning
Identify innovative marketing strategies that strategically target all stakeholders with diverse and consistent messaging.	Public Relations and Community Engagement Coordinator, Teachers, Administrative Team	Branding and Positioning Storytelling Techniques Digital Marketing Trends Social Media Engagement Content Creation Inclusive and Accessible Language Data-Driven Marketing Collaborative Campaigns Measuring Impact Legal and Ethical Considerations Best Practices	Increased engagement across platforms.

Lead Person/Position	Anticipated Timeline
Administrative Director	08/19/2024 - 12/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annually	4d: Participating in a Professional Community 4e: Growing and Developing Professionally 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	
Seminar(s)	As available	1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community	
Workshop(s)	As available	4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally	

DIGITAL VISIBILITY: ENHANCING MBIT'S ONLINE PRESENCE FOR POSITIVE IMPACT

Action Step	Audience	Topics to be Included	Evidence of Learning
Leverage digital platforms to enhance MBIT's visibility and create a positive online presence for MBIT.	Public Relations and Community Engagement Coordinator, Teachers, Administrative Team	Digital Marketing Fundamentals Website Optimization Search Engine Optimization Content Creation Engagement Analytics Crisis Communication in Digital Spaces User-Generated Content Interactive Content Digital Crisis Response Plan	Optimized and Updated Website Content Creation Portfolio Increased Engagement across Platforms

Lead Person/Position	Anticipated Timeline
Administrative Director	08/01/2024 - 12/31/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Conference	Annually	4e: Growing and Developing Professionally 3e: Demonstrating Flexibility and Responsiveness 4d: Participating in a Professional Community	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1d: Demonstrating Knowledge of Resources	
Seminar(s)	As Available	4e: Growing and Developing Professionally 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	
Workshop(s)	As available	4e: Growing and Developing Professionally 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 4d: Participating in a Professional Community	

ENHANCING LITERACY AND LANGUAGE ACQUISITION IN CTE

Action Step	Audience	Topics to be Included	Evidence of Learning
Recruit and retain diverse, high-quality CTE educators.	Special Education	Literacy and Language Integration in CTE Technical Vocabulary Building Reading Comprehension Strategies	Lesson Plans Vocabulary Building Plans Technical

Action Step	Audience	Topics to be Included	Evidence of Learning
Empower educators with the knowledge and skills necessary to integrate technology into their instruction. Integrate 21st century workforce skill development for students.	Teachers	Technical Writing Proficiency Interactive Language Learning Tools Assessment Strategies	Writing Samples Integration of Language Learning Tools

Lead Person/Position	Anticipated Timeline
Assistant Administrative Director	08/01/2024 - 12/31/2027

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	1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3d: Using Assessment in Instruction	
		1d: Demonstrating Knowledge of Resources	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

Other Professional Development Activities are not included in this report

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

Professional Education Plan Guidelines	Yes/No
Are the professional development activities aligned with the current and applicable Pennsylvania Core Standards or Pennsylvania Academic Standards? (22 Pa Code, Chapter 4)	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 (22 Pa Code, 19)	Yes
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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? (Act 48, Section 1205.1)	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? (Act 48, Section 1205.1)	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? (22 pa Code, 49.16)	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

Professional Education Plan Guidelines	Yes/No
Are the following professional development activities included in the Act 48 Professional Development Plan?	
Language and Literacy Acquisition for All Students	Yes
Teaching Diverse Learners in Inclusive Settings	Yes
At least 1-hour of trauma-informed care training for all staff	Yes
Professional Ethics Program Framework Guidelines	Yes
Culturally Relevant and Sustaining Education Program Framework Guidelines	Yes
Structured Literacy Program Framework Guidelines	Yes
When is the first year the LEA will offer Structured Literacy Training to the staff?	2024-2025
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? Special Education Teachers (4) and Early Childhood Education Teacher	
Is the LEA using or planning to implement Structured Literacy (Select One)? No, not using Structured Literacy model.	
Describe your reading curriculum and include grade levels. We are a shared-time Career and Technical High School serving grades 10-12.	

EVALUATION AND REVIEW

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

To enhance the effectiveness of MBIT's professional development plan, a robust evaluation and review process involving the Building Leadership Team (BLT) and feedback from teacher mentors is essential. The process should be collaborative, iterative, and focused on continuous improvement to align professional development efforts with the institution's goals and the evolving needs of educators. The BLT plays a central role in defining the evaluation criteria for the professional development plan. Criteria should address the relevance of the activities to MBIT's mission and objectives, the impact on teaching practices, and the overall improvement in student learning outcomes. By involving the BLT in this process, the criteria can be customized to reflect the specific goals and priorities of MBIT, ensuring a targeted and meaningful assessment. Regular feedback from teacher mentors is crucial for gaining insights into the experiences of educators participating in the professional development activities. Teacher mentors, who serve as experienced guides and mentors to their peers, can provide valuable perspectives on the practical applicability of the development plan, the effectiveness of instructional strategies, and the overall engagement of educators. Surveys, focus groups, and individual interviews with teacher mentors can be employed to gather qualitative data on the strengths and areas for improvement in the professional development plan. Quantitative metrics, including participation rates, completion rates, and pre-post assessments, should be tracked to measure the tangible impact of professional development efforts. The BLT, in collaboration with teacher mentors, can analyze these metrics to identify trends, assess the overall effectiveness of the plan, and make data-driven decisions for improvement. Regular meetings of the BLT, specifically dedicated to the review and evaluation of the professional development plan, should be scheduled. During these sessions, teacher mentors can provide firsthand feedback on the implementation of the plan, sharing success stories and challenges faced by educators. The BLT can then collaboratively develop strategies to address identified areas for improvement, ensuring a continuous feedback loop that informs ongoing refinements to the professional development plan. Teacher mentors should also be involved in the collaborative planning of professional development activities. Their input is valuable in tailoring the plan to meet the diverse needs and preferences of educators. This collaborative approach ensures that the professional development plan remains relevant, engaging, and supportive of educators' professional growth. Additionally, external validation from educational experts and consultants can provide an objective perspective on the plan's effectiveness. Peer reviews, benchmarking against industry standards, and

participation in professional learning communities contribute to a comprehensive evaluation process.

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.

Lauren Doherty   01/19/2024
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.

Mark Covelle   01/23/2024
Superintendent or Chief Administrative Officer: Date