Lehigh Career & Technical Institute strives to offer an excellent educational program for all students. The Curriculum and Instruction Department supplies the leadership necessary to focus this strong instructional program on a continuous improvement model. This department works closely with all teachers and administrators creating a positive learning experience for our students.

**Mission:**
Provide learning opportunities that represent the evolving industries of the Lehigh Valley and prepare all students for their personalized career pathway.

**Vision:**
Striving for equity in education with opportunities for all students to achieve, serve, inquire, lead, and innovate.

**Purpose:**
Student achievement remains the focused priority of professional development at Lehigh Career & Technical Institute (LCTI). The school is committed to sharing best practices with teachers so they can meet the specific needs of students and address achievement gaps using research-based instructional strategies. LCTI believes that literacy integration is an essential component to teaching and learning and as such, professional development reinforces essential practices to improve acquisition of content through literacy integration.

**Objective:**
The objective is to connect teacher learning to student learning for a positive impact on student achievement through schoolwide literacy integration and to meet specific needs of students.

**Major Goal:**
The goal of professional development is to provide a comprehensive, sustained and intensive approach to improving professional staff and administration’s effectiveness in raising student achievement.

**PDE Requirements:**
According to PDE, all certified educators must complete 180 hours of professional development every five years. This must be related to an area of the professional educator’s assignment or certification (24 PS §12-1205.2(c)), and if the educator is employed by a school entity, it must
comply with the school entity’s plan. This requirement can be met with six college credits, six credits of continuing professional education courses, 180 clock hours of continuing professional education, or any combination of collegiate studies, continuing professional education courses or other programs, activities or learning experiences equivalent to 180 hours. For the purposes of calculating hours and credits, one semester credit of collegiate study or continuing professional education course is equivalent to 30 hours of professional development, while one quarter-term credit of collegiate study is equivalent to 20 hours of professional development.

**Act 48 & Continuing Professional Education Guidelines**

Act 48 of 1999 (24 PS §12-1205) established the requirement that all certificate holders must earn 180 hours of professional development every five years. According to Act 48, each professional staff member is responsible for his or her own professional development. Act 48 states that each professional meets the requirements to maintain active certification during a five-year compliance period. The categories for professional development options suggested by PDE in the Act 48 document are:

1. Six credit hours of collegiate study (graduate level)
2. Six credit hours of CPE courses (PDE and IU/LCTI can seek this status for particular courses)
3. 180 hours of CPE programs, activities, or learning experiences, and
4. Any combination of collegiate studies, CPE courses, or other programs and activities equivalent to 180 hours.

It is important to note that one credit of collegiate studies or CPE courses is equivalent to 30 hours of CPE programs, activities, or learning experiences.

LCTI is one provider for an individual’s professional development opportunities. LCTI has determined its own set of programs, activities, and learning experiences that will qualify as Continuing Professional Education hours in accordance with this law. LCTI includes the following services as a provider:

- Teacher Induction workshops
- In-service days
- LCTI designed workshops and professional development sessions
- Attendance at conferences and workshops approved by LCTI for Act 48 Credit

All Act 48 professional development offerings are aligned to at least one component of one of the four professional practice domains within the Danielson Framework for Teaching. Professional development is also aligned to the applicable learning standards.

**Act 45 Guidelines for Administrators**
Act 45 of 2007 (24 P.S. §12-1205.5) defines requirements for continuing professional education taken by Pennsylvania school or system leaders in specific covered positions (i.e., principals, assistant/vice principals, superintendents, assistant superintendents, intermediate unit executive directors, assistant intermediate unit executive directors, or directors of area vocational-technical schools).

**Professional Development Committee**

Members of the committee will be approved by the Joint Operating Committee and include teachers (chosen by teachers), educational specialists (chosen by educational specialists), administrative representatives (chosen by the administrative personnel), parents of a student attending LCTI (appointed by the JOC), local business representatives (appointed by the JOC), and community representatives (appointed by the JOC).

**Curriculum and Professional Development**

Professional development at LCTI focuses on research based strategies geared to improve student achievement. Specifically, these professional development activities support a rigorous curriculum that reflects:

- Pennsylvania and National Academic Standards
- Pennsylvania CTE Program of Study Standards
- Alignment with Industry Credentials and Accreditations
- National and Industry Specific Safety Practices
- Differentiated Instructional Practices
- Research-Based Instructional Practices
- Technology Integration and Application
- Student Engagement / Real and Relevant Learning with inquiry-based and project/problem-based applications.
- Application of co-curricular Career Technical Student Organizations (CTSOs)
- Integration of Academic Standards and Teaching in the Content Areas with a Focus on Writing to Learn
- An Understanding About Who Our Students Are And How We Can Help Each One of Them Fulfill Their Individual Career Pathway
- Culturally Responsive Teaching

**Activities**

- **Data Analysis** - Data is an essential element of a system for school improvement. LCTI will measure and disaggregate data on the following measures: Keystone Assessments,
NOCTI/NIMS, Industry Certifications, Enrollment, Attendance, Disciplinary Referrals, Safety Incidents, and Final Grade Distributions.

- **Student Engagement** - Create classroom conditions that foster student engagement by sharing a common school-wide definition and clear articulation of learning criteria with understandable, immediate, and constructive feedback. Show students the skills they need to be successful are within their grasp by clearly and systematically demonstrating these skills, and demonstrate engagement in learning as a valuable aspect of their personalities.

- **Formative Assessment** - Develop an assessment system that indicates whether teacher work produces change in student achievement and is used before, during, and after teaching to drive instructional practice. Design and implement instructional practices that continuously monitor students' progress and modify activities in response to their varied needs; use a variety of instructional strategies and assessment techniques; and engage students in the process of setting challenging academic goals, assessing their own work, and reflecting on their own progress.

- **Instructional Leadership** - Develop a collaborative culture whereby teachers and administrators focus on student achievement through action research, distributed leadership and continuous improvement.

- **The Learning Process** - Apply theories of learning to create a classroom environment that is a safe, non-threatening place where students feel encouraged to participate in the learning process.

- **Educator Effectiveness** - The Educator Effectiveness model of PDE focuses on attributes that are most critical to the way teachers, non-teaching professionals, and principals are evaluated as well as providing training tools for professional growth that provide support as part of a fair effective evaluation process.

- **Standards Aligned System** - A comprehensive approach to support student achievement across the Commonwealth. The model focuses on Standards, Assessment, Curriculum
Framework, Instruction, Materials & Resources, Safe and Supportive Schools.

www.pdesas.org