

CARBON CAREER & TECHNICAL INSTITUTE

150 West 13th Street

Professional Development Plan (Act 48) | 2026 - 2029

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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.
7. 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

121131507

150 West 13th Street, Jim Thorpe, PA 18229

Dave Reinbold

dreinbold@carboncti.org

5703253682 X 1502

Mr David I Reinbold

dreinbold@carboncti.org

Steering Committee

1 Steering Committee

| Name | Title | Committee Role | Appointed By |
|-------------------|----------------------------------|-------------------------------|---------------------------|
| Dave Reinbold | Administrative Director | Administrator | Administration Personnel |
| Michele Connors | Principal | Administrator | Administration Personnel |
| Christine Trovato | Facilitator of Special Education | Administrator | Administration Personnel |
| Jake McCloskey | Parent | Parent of Child Attending | School Board of Directors |
| Rachel Strucko | LCCC Staff | Community Member | School Board of Directors |
| Robyn Plesniarski | Physicians Relations LVHN | Local Business Representative | School Board of Directors |
| Scott Bartholomew | Special Ed. Instructor | High School Teacher | Teacher |
| Larissa Genetti | ELA Instructor | High School Teacher | Teacher |
| Michele Klock | Cooperative Education Instructor | High School Teacher | Teacher |
| Gerald Strubinger | School Board Member | Other | School Board of Directors |

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 will meet on an as needed basis.

Action Plans Steps from Comprehensive Plan

STEELS standards and practices

2Action Plans Steps from Comprehensive Plan

| Action Step | Audience | Topics to be Included | Evidence of Learning |
|---|------------------|--|--|
| <ul style="list-style-type: none"> Professional Development provided to Science staff to meet the requirements of STEELS implementation for the 2025-26 school year. | Science Teachers | Year 1 - STEELS overview, instructional practices, sample lessons. Year 2 - strengthening understanding of effective assessment practices aligned to the Pennsylvania STEELS standards. Participants will explore the foundations of assessment, the relationship between Depth of Knowledge (DOK) levels and science assessment design, and learn how to use AI tools to create assessments that measure both content knowledge and scientific practices. | Observation and Practice, implementation of STEELS standards |

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|---|-------------------------|
| Monica Pangaio/Michael Heater Staff Development Facilitator | 06/02/2025 - 08/29/2028 |

Learning Format

4Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-------------|---|--|
| Inservice day | Full Day PD | <ul style="list-style-type: none"> 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes | |

| | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• 1d: Demonstrating Knowledge of Resources• 1e: Designing Coherent Instruction | |
|--|--|---|--|

Other Professional Development Activities

Language and literacy acquisition for all students

5Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|----------------------------|--|----------------------------------|
| Professional Staff Members | Inclusive education for all learners including strategies to support English Learners at the high school level. Staff will gain a deeper understanding of the challenges face by English Learners. Staff will learn and analyze current teaching practices and integrate strategies with ELs. WIDA access data will be discussed including how to use the data to drive instruction. | Observation of teaching practice |

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|--|-------------------------|
| Christin Adams/CLIU 21 Staff Development Facilitator | 08/01/2027 - 10/30/2027 |

Learning Format

7Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|---|--|--|
| Inservice day | One time Professional Development, as needed following using Vector | <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3e: Demonstrating Flexibility and | Language and Literacy Acquisition for All Students |

| | | | |
|--|--|----------------|--|
| | | Responsiveness | |
|--|--|----------------|--|

Differentiated Instructional Practices

8Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|------------------------|--|---|
| All Professional Staff | - Designing IEPs to meet the learning needs of all students - Inclusion of differentiated strategies to meet the needs of students with disabilities | IEP review and approval Observation and practice |

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|----------------------|-------------------------|
| TAC Staff IU 21 | 08/01/2027 - 10/29/2027 |

Learning Format

10Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-------------------------------|--|--|
| Inservice day | One time, follow up as needed | <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques | Teaching Diverse Learners in Inclusive Settings |

Trauma Informed Care

11Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|-----------|--|--|
| All Staff | Defining trauma including types, causes and impacts on student learning. | Certificate of completion, attendance verification |

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|----------------------|-------------------------|
| Michele Connors | 08/16/2026 - 06/29/2029 |

Learning Format

13Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| Other | Annually | <ul style="list-style-type: none">1b: Demonstrating Knowledge of Students2b: Establishing a Culture for Learning2a: Creating an Environment of Respect and Rapport4c: Communicating with Families | At Least 1-hour of Trauma-informed Care Training for All Staff |

Students Experiencing Homelessness - Laws, Procedures and Best Practices

14Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|----------|--|---|
| Teachers | McKinney Vento Act including teacher responsibilities as | Increase in teacher reporting signs of homelessness, increase |

| | | |
|---------|---|--|
| and IAs | well as identifying homelessness in the school setting. | check-ins with students, increase in power school communications |
|---------|---|--|

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| | |
|---|-------------------------|
| Lead Person/Position | Anticipated Timeline |
| Christine Trovato/Special Education Facilitator | 08/17/2026 - 06/29/2029 |

Learning Format

16Action Plans Steps - 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 | <ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3a: Communicating with Students 4c: Communicating with Families 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally | Common Ground |

Structure Literacy

17Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|---|---|---|
| Special Education staff and open to others who may hold required certificates | Explicit Instruction for foundational skills in listening, speaking, reading, and writing at the secondary level. Professional development will focus on students with low reading fluency, basic reading skills, and students with disabilities specific to ELA. | Observation and practice, increased IEP goal achievement. |

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| | |
|---|-------------------------|
| Lead Person/Position | Anticipated Timeline |
| Christine Trovato/Special Education Facilitator | 08/17/2026 - 06/29/2029 |

Learning Format

19Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| Inservice day | Annual | <ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 2b: Establishing a Culture for Learning 3b: Using Questioning and Discussion Techniques 3d: Using Assessment in Instruction | Structured Literacy |

Professional Ethics for Educators

20Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|----------------------------|---|----------------------------------|
| All Professional Employees | - PA Code of Professional Practice and Conduct for Educators - Model Code of Ethics for Educators - Emphasis on responsible use of technology | Vector Certificate of Completion |

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| | |
|----------------------------|-------------------------|
| Lead Person/Position | Anticipated Timeline |
| Michelle Connors/Principal | 08/17/2026 - 06/29/2029 |

Learning Format

22Action Plans Steps - Learning Format

| Type of Activities | Frequency | Danielson Framework Component Met in this Plan | This Step Meets the Requirements of State Required Trainings |
|--------------------|-----------|--|--|
| Other | Annually | <ul style="list-style-type: none"> 4e: Growing and Developing Professionally 4d: Participating in a Professional Community | Professional Ethics |

Technology/AI Implementation

23Action Plans Steps from Comprehensive Plan

| Audience | Topics to be Included | Evidence of Learning |
|--------------|--|--------------------------|
| All Teachers | Exploration of technology integration across all classroom settings, including the use of AI as a resource and tool for teachers. Student use of AI in the classroom and as a learning tool. | Observation and Practice |

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

| Lead Person/Position | Anticipated Timeline |
|---|-------------------------|
| Tony Mirabito and Melissa Volcskai/IU 21 Staff Facilitators | 08/17/2026 - 06/30/2029 |

Learning Format

25Action Plans Steps - Learning Format

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

| | | | |
|---------------|---|---|--|
| Inservice day | Once in year one of plan, follow up sessions as needed. | <ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 2e: Organizing Physical Space • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally | |
|---------------|---|---|--|

Professional Development Plan Assurances

26Professional 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 |
| When is the first year the LEA will offer Structured Literacy Training to the staff? | 2026-2027 |
| 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)? No one at this time. | |
| Is the LEA using or planning to implement Structured Literacy (Select One)? Hybrid, Structured Literacy components integrated into reading program. | |

Evaluation and Review

Describe in the box below the procedures for evaluating and reviewing the Professional Education Plan.

Instructors and mentors will be surveyed throughout the year. Large group and individual meetings will be held as needed. Revisions will occur as needed.

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.

Dave Reinbold

Professional Education Committee Chairperson:

12/11/2025

Date

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.

Dave Reinbold

Superintendent or Chief Administrative Officer:

09/09/2025

Date