



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333
www.pde.state.pa.us

Deputy Secretary For Elementary
And Secondary Education

July 1, 2008

Dear Director:

As Pennsylvania and other states develop strategies for increasing academic rigor for all students, national organizations have recently offered to support states in developing evidence-based professional development and technical assistance initiatives, particularly in the area of career and technical education (CTE). Such an opportunity has been presented to Pennsylvania, which could greatly benefit your career and technical center (CTC) staff and students.

The Pennsylvania Department of Education (PDE), in conjunction with the Southern Regional Education Board (SREB), the Education Trust and the Pennsylvania Association of Career and Technical Administrators (PACTA), have developed professional development and technical assistance opportunities specifically designed to assist Pennsylvania's CTCs with raising student performance on the PSSA and technical end of program assessments, e.g., NOCTI. Coordination of the professional development and technical assistance is being conducted by PACTA, under the direction of PDE's Bureau of Career and Technical Education. This professional development and technical assistance would be provided to participating CTCs at no or little cost.

For your review, the attached agreement outlines the strategies and the list of resources which will be made available to CTCs that choose to participate, and includes a detailed calendar of events through July 2009. In addition, PACTA and PDE will be holding a joint information session on this initiative. The meeting details are:

Information session on CTC Professional Development and Technical Assistance
Wednesday, July 16, 2008, State College, PA (details to follow)
Presentations by Jackie Cullen, PACTA; Lee Burket, PDE
Please RSVP by Wednesday, July 9th to Lee Burket: lburket@state.pa.us, 717-787-5530.

Thank you for your continued commitment to Pennsylvania's students. We hope that your CTC will decide to participate in this excellent initiative. If you would like additional information, please do not hesitate to contact Lee Burket at lburket@state.pa.us, 717-787-5530.

Sincerely,

A handwritten signature in black ink, appearing to read "Diane Castelbuono".

Diane Castelbuono
Deputy Secretary

**Pennsylvania Department of Education
Bureau of Career and Technical Education
Resources Available to 20 Career and Technical Centers
2008-2009**

SREB

Implementation of the Technical Centers That Work model to include:

1. Technical Assistance Visits lead by national leaders serving as consultants to SREB.
2. Site development workshops for each center that requires each center to form a leadership team who attends the SREB training and develops a school improvement plan.
3. Use of the TCTW assessment data that is derived from a NAEP aligned assessment, teacher and student surveys. This involves the teams participating in two-day workshop.
4. Literacy training for school leaders. This workshop requires teachers to integrate reading and writing for learning into their curriculum and instructional processes. This involves a two day workshop for leaders from each of the centers.
5. Numeracy training for instructors. This involves six days of training over three separate workshops. Onsite visits by SREB staff will occur at the CTCs. The visits are then followed by additional training.

EdTrust

The Education Trust will provide an embedded professional development package for the 20 career technical centers that have been designated as Tier II and III. This professional development opportunity will consist of 5 meetings over the course of the 2008-2009 academic year. CTC teams will consist of a minimum of four members: the CTC principal/director, CTC school counselor, CTC teacher, and a school counselor from a sending school. It is recommended that a representative from business and industry or a member of the CTC's advisory council also participate.

The professional development will teach the CTC teams data-driven decision-making model that will facilitate a thoughtful review of the policies, practices, attitudes, and structure that will lead to an effective action plan designed to raise student achievement. The training will teach participants how to analyze the existing multitude of data that exists. In addition, teams will learn how to analyze student transcripts and master schedule to uncover choke points and environmental barriers to high academic achievement for all students. At the end of the training CTCs will have developed an action plan to implement during the 2009-2010 school year.

PIL through PACTA

PACTA has developed and received approval for one PIL program. The approval is for the use of data driven decision-making to increase the occupational competency achievement of career and technical students.

In addition PACTA is preparing two additional PIL applications for the second round reviews. One program focuses on the use of data driven-making to increase the academic achievement of career and technical students. The second PIL program focuses on professional development needs of new directors. Each PIL developed through PACTA will focus on the program approval/reapproval standards noted in Chapter 339. Directors of the 20 CTCs will be able to attend and the registration fee will be assumed by the Pennsylvania Department of Education.

CTDSL Program

A Career and Technical Distinguished School Leader program has been developed. The CTDSL will be assigned to work with 10 of the career and technical centers for approximately 100 days and work with the other 10 CTCs on an as needed basis.

The role of the Career and Technical Distinguished School Leaders (CTDSL) are to provide targeted assistance to the CTCs to improve student achievement on the 11th grade PSSA math/reading assessment and to improve student achievement on end of course occupational assessments. Generally, the end of course occupational assessments are developed by the National Occupational Competency Testing Institute and are known as NOCTI tests. CTDSLs will work directly with CTC administrators and staff to craft a multi-year strategy that incorporates systemic change with the sole focus on improving achievement. CTDSLs will offer assistance and guidance to the CTC administrative team on all aspects of the CTCs operation and redirect all efforts and priorities on improving student performance on PSSA and NOCTI assessments. The three year plan should be completed by the end of October and submitted to PDE for review and comments.

Literacy Training through James Daniel Associate

The Bureau of Career and Technical Education sponsored three 1-day workshops focused on empowering students to accept the responsibility to be engaged learners. These workshops were held spring of 2008. The focus of the workshops demonstrated strategies that teachers can use to assist students in becoming more accountable for their own learning.

In this workshop, the presenters showed teachers how to enhance literacy skills while still focusing on their respective content. Teachers learned strategies and techniques that can be used to help students comprehend and learn curriculum content at higher levels. At the same time, students will be developing literacy skills for the workplace as well as school.

These 1-day workshops were presented as an introduction to a week-long conference on improving literacy skills which will be held the week of July 21, 2008. The July conference will require a team of instructors and administrators who will further develop skills to facilitate student learning through literacy skills. These teams will also develop a plan to be implemented during the 2008-2009 school year. Teams will learn how they can use the information and models presented to help them assess their own learning environments and develop implementation action plans for their own school to be implemented during the 2008-2009 school year. Follow-up will be conducted during the school year to ensure that plans are being executed and to determine additional assistance required.

Academic Curriculum Improvement Planning

CTCs involved in this process must participate in improvement planning. Part of the improvement planning is learning how to align CTE content to PA academic standards. The research-based, nationally recognized model all instructors in the CTC will follow is found in Appendix L. The CTDSL, IU curriculum coordinators and Professional Development Centers (IUP, PSU, Temple) will work with CTCs to implement this process.

Technical Curriculum Improvement Planning

CTCs involved in this process must participate in improvement planning. Part of the improvement planning is learning how to align CTE content to industry standards and work with Occupational Advisory Committees. The research-based, nationally recognized model all instructors in the CTC will follow is found in Appendix N. The CTDSL, IU curriculum coordinators and Professional Development Centers (IUP, PSU, Temple) will work with CTCs to implement this process.

Professional Development Centers

Provide follow-up technical assistance and individualized professional development identified by the CTDSLs. The technical assistance is indicated in the two Improvement Planning sections.

IU Curriculum and Special Education Services

IUs provide special education services, professional development, school improvement planning, ESL services etc. The IUs will provide consistency and ongoing support to the CTDSL and CTCs in regard to strategic thinking, standards-based systems and data informed decision making.

NOCTI

Study guides and preassessments paid for by the Department and will be used to assist CTCs with Technical Curriculum Improvement Planning as noted above.

4Sight Assessment

The CTDSL will work with the sending districts to determine which sending districts are using the 4Sight Assessment. All CTCs and the sending districts will be required to utilize the 4Sight assessment to guide instructional decisions. PDE will assume the costs for the assessments.

Appendix E

MEMORANDUM of UNDERSTANDING

Between:

Career and Technical Centers

And

The Bureau of Career and Technical Education

For

Participation in Technical Assistance

Sponsored by:

The Pennsylvania Department of Education
Bureau of Career and Technical Education

Need for Technical Assistance

Despite a decade of reform and rising public expenditures for education, little has changed in most high schools to prepare students for the demands of work and further education. Students who enroll in general and career and technical studies generally do not perform well on Pennsylvania tests (i.e., PSSA, NOCTI). Many of these students graduate from high school thinking they have the skills for college and discover that they are unprepared for an increasingly high-performance work environment.

Career and technical education students need just as much encouragement, rigorous coursework, and instructor and counselor guidance as students who plan to enter a four-year college or university.

The technical assistance that is provided through this effort will assist centers by offering their sites multiple resources at minimal or no cost.

Purpose

The purpose of the technical assistance is to significantly raise the academic and technical achievement of all students at the CTCs which take advantage of this opportunity. Through this technical assistance project, PDE will assist career and technical centers with raising student performance on the PSSA and technical end of program assessments. Each participating CTC agrees to develop an improvement plan for increasing student achievement, work with the Career and Technical Distinguished School Leader and participate in all professional development activities provided by BCTE.

Required Activities

The Career and Technical Center Administration and Staff agree to participate in the following activities:

1. Participate in PACTA PIL.
2. Participate in Southern Regional Education Board Technical Centers That Work and all related professional development.
3. Participate in training provided by Education Trust and conduct transcript and master schedule analysis.
4. Participate in Literacy training provided by James Daniel Associates.
5. Work with the assigned Career and Technical Distinguished School Leader.
6. Work with the Professional Development Centers.
7. Work with the IU Curriculum and Special Education Distinguished School Leaders.
8. Develop academic and technical curriculum planning including the administration of 4Sight assessments, use of NOCTI study guides and preassessments.

Professional Development Calendar for 2008-09

Dates	Event	Information
July		
July 9, 2008	Respond to Lee Burket of interest to participate	lburket@state.pa.us
July 13, 2008	CTDSL introductory training	PDE Governor's Institute
June 16, 2008	Attend introductory meeting to discuss roles and responsibilities	lburket@state.pa.us
July 30 - Aug 1, 2008	PACTA Summer Leadership Conference	http://www.pacareertech.org/
August		
August 4-7, 2008	CTDSL Training	Cover assignments, roles, responsibilities.
SREB	Literacy Training for School Leaders	This is a continuation of last years training and reinforces the strategies that were taught during year one such as how to improve and reinforce literacy practices in the classroom.
SREB	Literacy Training for New CTCs	This is a workshop for the CTCs that were not part of the SREB efforts during the 2007-2008 year. A school team will learn how to implement literacy practices in the classroom. Follow up meetings will occur throughout 2008-2009.
SREB	Site Development Workshop	All sites attend a two day leadership team training (including the DCTSL) where preliminary data is reviewed and a school improvement plan is developed.
September		
NOCTI	Administer preassessments	
EdTrust	Guidance programs and role of all staff in career and education planning	
SREB	Assessment Data Workshop	For CTCs that participated in the SREB effort last year, they must attend this data workshop which is based on the student assessments, student surveys and teacher surveys that were completed during the 2007-2008 year.
SREB	Numeracy Training	Six days of training will occur during three workshops. This is the first two day session. Each center will send a team and practice strategies that related to the CTE content, develop a plan for implementation of increased numeracy integration and identify at least five strategies to be implemented within the next 12

		weeks of school.
October		
October 6, 2008	PACTA PIL program on Academic Achievement	http://www.pacareertech.org No cost to CTDSL and identified CTC staff. End product improvement plan.
October 7, 2008	PIL Program	http://www.pacareertech.org/ No cost to CTDSL and identified CTC staff. End product improvement plan.
CTDSL	CTDSL works with each CTC to assess needs based on Getting Results and information gained at the two PILs	
October 29-30, 2008	Workshop for CTE Guidance Counselors	http://www.pacareertech.org/
November		
November 12-14, 2008	Integrated Learning Conference	http://www.pde.state.pa.us/
EdTrust	Guidance programs and role of all staff in career and education planning session two	
Plans submitted	Short term and long term plans will be submitted to BCTE	To include information on TA including Centers' role
December		
SREB	Second workshop for numeracy training	CTC teams will visit a few of the CTCs and conduct walk through to observe other teachers and how they are implementing the strategies. The second day of the session is to reconvene the teams. The teams discuss what they learned and what works for them. Additional strategies will be identified and implemented over the next 12 weeks.
Workshops	Offer workshops based on results of the short term and long term plans	
February		
EdTrust	Guidance programs and role of all staff in career and education planning session three	
February 11, 2009	PACTA General Membership Meeting	http://www.pacareertech.org/
February 11-12, 2009	PACTA Symposium	http://www.pacareertech.org/
March		
SREB	Third in the numeracy series	The first day will be to visit additional CTCs to observe classroom strategies and provide assistance to improve the effectiveness of the strategies. The second day will be devoted to each team sharing the lessons they learned and identifying additional instructional strategies to

		implement. They will also identify ways to sustain the momentum of numeracy integration
May		
EdTrust	Guidance programs and role of all staff in career and education planning session four	End product is each CTC and sending district has analyzed student transcripts and master schedules leading to changes in schedules and academic course taking sequences
June		
MAX Teaching	Three regional workshops that requires all teachers from the 20 CTCs to attend	
July		
July 29-31, 2009	PACTA Summer Conference	http://www.pacareertech.org/