

2016-2017 PACTA PIL COURSES

Dates and Locations

Initial Sessions

New Director's Academy

October 19-20	State Wide	Nittany Lion Inn, State College
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Community Leadership in CTE

December 5	(Central)	CPI, State College
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December 7	(East)	North Montco TCC
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December 12	(West)	Forbes Road CTC
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Using the CTE Budgeting Process to Support Student Achievement

October 20	(Central)	Nittany Lion Inn, State College
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October 28	(East)	North Montco, TCC
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October 26	(West)	Forbes Road CTC
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Making CTE Personnel Decisions with a Focus on High Quality Instruction

December 6	(Central)	Cumberland Perry AVTS
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December 8	(East)	North Montco, TCC
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December 13	(West)	Forbes Road CTC
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Using CTE to Increase Student Achievement in STEM

December 7	(Central)	Cumberland Perry AVTS
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December 6	(East)	North Montco, TCC
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December 9	(West)	Forbes Road CTC
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2016-2017 PACTA PIL Course Descriptions

The PILs are statewide, standards-based continuing professional education programs for school leaders. The comprehensive program is focused on developing the capacity of leaders to improve student achievement.

Making CTE Personnel Decisions with a Focus on High Quality Instruction

This 30-hour PACTA PIL will be offered regionally (if enrollment permits) Spring 2017 and includes 14 contact hours: six (6) hour initial session; two (2) hours on online meetings; two (2) hours of pre-recorded webinars; and a final four (4) hour report-out session. The course content includes hiring procedures, induction plans, performance improvement processes, and evaluation outcomes. There are three job-embedded assignments (16 hours): revise or create a hiring procedure for classroom teachers; review and revise your school's induction plan for maximum effectiveness; and review or create and critique a performance improvement plan for a classroom teacher or principal. The culminating project includes the three job-embedded assignments and verbal presentation of the challenges and successes of implementing the assignments in your school. Administrators will gain skill and evidence for components of the Framework for Leadership in Domains 1a, 1b, 1c, 2b, 2c, 2d, 3d, 4a, 4b, and 4c.

Using the CTE Budgeting Process to Support Student Achievement

This 30-hour PACTA PIL will be offered regionally (if enrollment permits) Fall 2016 and includes 14 contact hours: six (6) hour initial session; two (2) hours of online meetings; two (2) hours of pre-recorded webinars; and a final four (4) hour report-out session. The course content includes budget philosophy; program planning and instructional design goals; performance accountability; phases of budgeting; effective use of fiscal resources; and budget management and internal controls. There are three job-embedded assignments (16 hours): selection of a school improvement model (TSTW, Learning Focused Schools, other); analysis of the school's current budget with recommendations for cost cutting/saving measures; and a school budget document that includes visual aids and narrative descriptions. The culminating project includes the three job-embedded assignments and the presentation of the budget document to the course participants. Administrators will gain skill and evidence for components of the Framework for Leadership in Domains 1a, 1b, 1c, 1d, 2a, 2c, 2e, 3a, 3b, and 4c.

Using CTE to Increase Student Achievement in STEM

This 30-hour PACTA PIL will be offered regionally (if enrollment permits) Spring 2017 and includes 14 contact hours: six (6) hour initial session; two (2) hours of online meetings; two (2) hours of pre-recorded webinars; and a final four (4) hour report-out session. The course content includes how to market CTE as a STEM delivery system; STEM learning approaches; planning, designing, and incorporating instructional learning activities with a focus on STEM content; creating a culture of STEM leadership in the school; and the gold standard of project-based learning. There is one job-embedded assignment (16 hours): collaborating with one or more of the sending school districts to design and implement a mutually beneficial high school or middle school STEM activity that markets CTE as STEM. The culminating project is a presentation by the participant evaluating the benefits of the STEM activity (job-embedded assignment) to the CTC and to the sending school district(s). The evaluation includes a self-assessment of the assignment against the gold standard in project based learning. Administrators will gain skill and evidence for components of the Framework for Leadership in Domains 1a, 1c, 1d, 3b, and 4c.

Community Leadership in Career and Technical Education

This 30-hour PIL focuses on aspects of leadership that fall within two domains of the Framework for Leadership: Domain 3 Leadership for Learning and Domain 4 Professional Community Leadership. It includes 14 hours of instruction accomplished through one six-hour session, two one-hour pre-recorded webinars, two one-hour online meetings, and one final four-hour Report Out session. Participants will be expected to complete a minimum of 16 hours of job embedded assignments that include three projects: (1) Collaborate with one or more teachers to create and implement an annual plan of work for effective Occupational Advisory Committee operations; (2) Initiate and progress through a program of national accreditation for one or more career and technical programs using the OAC plan of work as a resource; and (3) Ensure curriculum and assessments are aligned in one or more career and technical programs to ensure students have the opportunity to test for and successfully earn portable industry credentials. The culminating project is a portfolio of work that documents completion of the three job-embedded assignments and student achievement results measured by the number of students earning industry credentials in the selected CTE program(s).

New Director Academy

The New Director Academy is a 60-hour PIL for new Directors (less than five years of experience), current administrators aspiring to the Director's position, or current Directors who desire a more in-depth understanding of the critical aspects of their roles and responsibilities and desire to network with their peers. The course will be delivered through six sessions (two full days, two half-days, and two on-site mentoring sessions) spread throughout the year. This will allow participants to maintain contact with the instructors and Course/Project Facilitator to provide the maximum opportunity for participants to be able to gain the knowledge and skills necessary to answer the essential questions and to fulfill the competencies and job-embedded assignments of the course.

The first two full-days will be scheduled in the Fall. The remaining sessions are scheduled as half days and as on-site mentoring days. The course topics are (1) Curriculum, (2) Supervision, including some of the components of Act 82, (3) NOCTI and Carl D. Perkins Plan Data Analysis, (4) Chapter 339, (5) Locally Developed Quality CTC Indicators, (6) Community Leadership, including JOC and Superintendent Advisory Committee relationships, (7) Budgeting, and (8) Teacher Evaluation, including correlating teacher evaluation with student achievement data. The sessions related to Budgeting and Teacher Evaluation are planned to be delivered via on-site mentoring at your school or at another school site local to the participant. Job embedded assignments are a Curriculum Plan, Supervision Plan, and documentation of Community Leadership activities.