

# 2015-2016 PACTA PIL COURSES

***SAVE THE DATES***

## **Initial Sessions**

October 27-28	New Director's Academy	Nittany Lion Inn, State College
December 14	Community Leadership in CTE (West)	Holiday Inn, Monroeville
December 15	Community Leadership in CTE (Central)	Nittany Lion Inn, State College
December 16	Community Leadership in CTE (East)	Holiday Inn, Morgantown
January 25	Curriculum Leadership	Nittany Lion Inn, State College
January 26	Curriculum Leadership	Holiday Inn, Morgantown
January 28	Curriculum Leadership	Holiday Inn, Monroeville
January 12	Educator Effectiveness I	Nittany Lion Inn, State College
January 13	Educator Effectiveness II	Nittany Lion Inn, State College
January 14	Principal Effectiveness	Nittany Lion Inn, State College

# **2015-2016 PACTA PIL**

## ***PIL COURSE DESCRIPTIONS***

### ***New Director's Academy***

PACTA's New Director's 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) throughout the year. This will allow participants to maintain contact with the instructors and project facilitator to provide the maximum opportunity for participants 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 are scheduled for October 27 and 28 at The Nittany Lion Inn. The remaining sessions are scheduled as half days and as on-site mentoring days. The course topics are (1) Curriculum, (2) Supervision, (3) NOCTI 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.

### ***Community Leadership in CTE***

This 30-hour PIL focuses on aspects of principal 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).

### ***Educator Effectiveness I***

This 30-hour introductory course covers all aspects of Act 82 that relate to teacher evaluation as the means of increasing student achievement, including implementation of the Framework for Leadership and Student Learning Objectives. Participants will be involved in 14 contact hours, which include one six-hour face-to-face meeting, two one-hour online meetings, two pre-recorded webinars, and one four-hour Report-Out Session. As part of the 16 hours of job-embedded assignments, participants will collaborate with classroom teachers to identify evidence to be used in teacher evaluation, to rate the evidence, and to construct the Elective Data rating, measured through the Student Learning Objective template. Participants will be exposed to elements of clinical supervision and differentiated supervision plans.

### ***Educator Effectiveness II (Student Learning Objectives)***

This 30-hour course covers Student Learning Objectives in depth. Participants will be involved in 14 contact hours, which include one six-hour face-to-face meeting, two one-hour online meetings, two pre-recorded webinars, and one four-hour Report-Out Session. As part of the 16 hours of job-embedded assignments, participants will collaborate with five classroom teachers to create and implement their Elective Data component, measured through the use of the Student Learning Objective template. Participants will use NOCTI and other student performance data to highlight specific areas in the curriculum where teachers might focus their efforts to improve student achievement. Participants will create an action plan to assist teachers in the delivery of instruction that results in higher levels of student achievement.

### ***Principal Effectiveness***

This 30-hour course covers Act 82 as it relates to Principals and Directors of Career and Technical Education. Participants will be involved in 14 contact hours, which include one six-hour face-to-face meeting, two one-hour online meetings, two pre-recorded webinars, and one four-hour Report-Out Session. As part of the 16 hours of job-embedded assignments, participants will work in depth with the Framework for Leadership to understand the components of their evaluation, identify the elements and rating for evaluation under the Observation and Practice component, create and analyze sample Correlation Data, and calculate an Elective Data rating measured through the administrative Student Learning Objective template. These assignments will be implemented in the participant's education in a setting where the Director is rating his or her principal as the vehicle to help Directors of Career and Technical Education to perform their supervisory duties with a focus on increasing student achievement. This process may also be used by the Director of CTE with his or her own evaluator to implement the Director of CTE's evaluation, as well.

### ***Curriculum Leadership***

This 30-hour course consists of 14 contact hours, which include one six-hour, face-to-face meeting, four hours of online journaling, one hour online meeting, and a three hour Report-Out Session. The 16 hours of job embedded assignments are focused on curriculum leadership skills that may serve as evidence under Domain 3, Leadership for Learning. The job embedded assignment includes collaboration with one or more teachers to fully develop one Course Syllabus and to create a CTE Program Course Syllabus Implementation plan that will guide the participant through full implementation for all CTE teachers. The Course Syllabus includes a CTE program description, curriculum framework, curriculum map, unit plan, formative and summative assessments, materials and resources, industry standards, NOCTI assessment, and interventions.