



2026 -2027

BCTE Technical Assistance Program (TAP)

Overview

The Pennsylvania Department of Education Bureau of Career and Technical Education (BCTE) offers the Technical Assistance Program (TAP) annually to increase the quality and impact of Career and Technical Education (CTE) programs, while ensuring that these programs are aligned with the Commonwealth's economic and workforce development priorities. Two primary goals set by BCTE, outlined in the Perkins V plan, are to increase academic and occupational achievement and success for all CTE students.

To support the achievement of these goals, BCTE is pleased to offer the following universal and targeted (selective) services to schools with career and technical education programs in the 2026-2027 school year. TAP consultants will tailor training and coaching services to meet each school's specific needs. Activities may be delivered on-site, virtually, or through a combination of formats. Schools will be expected to commit to the training and coaching days identified for each TAP activity that schools select and are approved for.



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Universal Services

NOCTI Pre-tests and Study Guides

NOCTI pre-tests are the multiple-choice portion of NOCTI's Job-Ready post-tests.

Reports provided by NOCTI following the administration of pre-tests include *Group Score Reports*, *Competency Reports*, and *Individual Score Reports*. These reports provide data to assist instructors and students in identifying skill strengths as well as gap areas that need further remediation. These reports are designed as diagnostic tools to allow instructors to adjust curriculum to meet the specific needs of students. Targeting the identified curriculum areas for remediation throughout the school year has resulted in improved student performance on the NOCTI post-test.

NOCTI Study Guides should be used with students between the pre-test and post-test to target the identified curriculum areas for remediation throughout the school year. Study Guides contain information on both the multiple-choice and performance portions of the post-test. They include an overview that shows the percentage of the test dedicated to each duty and study checklists for the written and performance portions of the test.



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PaTTAN Math/Literacy Professional Development

The PaTTAN CTE instructional coaching team will offer a series of workshops designed to support the integration of math and literacy into career and technical education for the purpose of improving student achievement across academic and technical content. The following workshops will be offered in 2026-2027:

- 1. Introduction to CTE Program Task List Alignment to Academic Standards:** This workshop will enable educators to identify and take advantage of opportunities to address academic standards embedded in technical content within CTE program task lists. This workshop will be offered at each of the three PaTTAN locations and once virtually between October – December 2026 and January – May 2027 for a total of 8 sessions.
- 2. Integrating Mathematics into CTE Programs Workshop:** Participants will learn to apply evidence-based instructional strategies to strengthen students' math skills in support of program competencies. This workshop will be offered at each of the three PaTTAN locations between October – December 2026 and January – May 2027 for a total of 6 sessions.
- 3. Integrating Literacy into CTE Programs Workshop:** Participants will learn to apply evidence-based instructional strategies to strengthen students' reading and technical writing skills in support of program competencies. This workshop will be offered at each of the three PaTTAN locations between October – December 2026 and January – May 2027 for a total of 6 sessions.
- 4. Academic Integration in CTEs Pathway:** CTE instructors will be grouped by career clusters to design and embed contextualized math or evidence-based literacy skills directly into their technical curricula. For the 2026-2027 school year, this pathway will feature four cohorts divided across the Fall and Spring terms. Each cohort will consist of 4 sessions across all three PaTTAN locations, totaling 48 sessions statewide.

More information about these sessions, including how to register, will be provided as it becomes available.



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Teacher Coaching Clinics

The Teacher Coaching Clinics are quarterly webinars led by the ERC instructional coaching coordinator and team that will bring lead/mentor teachers and instructional coaches together to share best practices and integration strategies across CTE program areas. The clinics are open to all CTE coaches, academic/CTE teachers, Perkins facilitators, and administrators interested in supporting teachers to improve instruction and student achievement through a coaching model.

For each session, attendees should plan to bring a best practice to share. Schools should consider including their mentor teachers in this activity to share their induction programs and other new teacher supports with the group. These workshops will provide participants with usable strategies and the opportunity to develop relationships with a network of colleagues in similar positions. Every participant will return to their school with a variety of ideas that they can use to support teachers and improve instruction and student achievement.



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Targeted (selective) Services

Targeted TAP services are provided to schools that have identified a need for support through one or more indicators tracked by the Bureau of Career and Technical Education. Capacity differs by program, and services will be allocated in accordance with highest need and in alignment with schools' expressed priorities for improvement.

Career and Technical Education Distinguished School Leaders (CTDSLs)

CTDSLs work independently and as part of assigned teams to assist in identifying and providing strategies for overcoming systemic or instructional barriers to improve academic and career and technical student achievement. All CTDSLs have experience as school administrators and have demonstrated success in improving student achievement and supporting other school leaders.

While the primary purpose of a CTDSL is as a close partner, guide, and coach to the leadership of their assigned school, the role of the CTDSL is flexible in its implementation according to the needs of each school. They work closely with the school's administrator and team members to coordinate various supports, including other TAP services, to achieve goals determined by school leadership.

The support that a school receives from a CTDSL may include but is not limited to expertise in data analysis, knowledge of current standards-based reform, knowledge of staff development for systemic change, facilitation and expansion of external partnerships, and utilization of current practices for integrating CTE into academic instruction that results in improved student achievement through increased administrative capacity and capability.



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Instructional Coaches

Teacher retention in CTE remains a significant challenge. Many CTE teachers enter the classroom from industry with limited formal training in pedagogy and classroom management, making the transition difficult and contributing to turnover. Research indicates that instructional coaching and mentorship improve teacher retention, strengthen instructional practices, and reduce burnout, while also enhancing student engagement, achievement, and skill development. By investing in structured coaching, schools can support teacher success and improve student outcomes.

In 2026-2027, the instructional coaching initiative will be implemented in 12 Pennsylvania schools with a cohort of new teachers (1-3 years' experience).

Specifically, the instructional coaching program will:

- Provide structured instructional coaching to new teachers in 12 Pennsylvania schools through four experienced coaches/mentor teachers.
- Strengthen teaching techniques aligned with industry standards and best practices.
- Build a community of practice among instructional leaders by identifying teacher leaders and supporting collaboration with peers and administrators.
- Foster collaboration among teachers, industry professionals, and administrators within and across schools.
- Enhance student engagement, technical skill development, and literacy and math skills aligned with CTE.
- Test a coaching framework for broader implementation across Pennsylvania schools with CTE programs.



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MAX Teaching – Data Literacy

In the 2026-2027 school year, MAX Teaching will work with schools to implement a continuous improvement data analysis that will allow teachers and other school personnel to examine local data, current NOCTI data, longitudinal data, and multi-year data related to the attainment of Pennsylvania skills certificates.

MAX Teaching’s approach involves working with CTE teachers to develop a data-driven approach to instruction. By modeling data analysis methods, MAX teaching will help teachers develop the skills they need to include data as a core component of their curriculum and assessment planning in their content areas. These methods, when used consistently, have demonstrated positive impacts on student engagement, higher reading scores, and credential attainment.

This professional development will involve meetings with teachers individually and as a group over two days per site.



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Penn College of Technology – CTE Teacher Professional Development

Penn College is continuing the teacher training and mentoring professional development program from the 2025-2026 school year. This program supports the needs of CTE educators by leveraging partnerships, technical and educational resources, and faculty expertise to bring existing PDE-approved secondary CTE programs into alignment with the needs of Pennsylvania businesses.

The 2026-2027 TAP services, themed around CTE pathways to engineering, manufacturing, and quality assurance, include the following opportunities:

- 1. Virtual High School Teacher Training:** Attendees will participate in monthly on-demand lessons with technical and academic assignments and virtual mentoring sessions with Penn College faculty.
- 2. On-campus/In-person Training:** Attendees will participate in in-person training that will involve at least two of the following components: observation of Penn College Master Teacher faculty, corporate engagement, and the development of an understanding of postsecondary degree and non-degree pathways in engineering, manufacturing, and quality assurance.
- 3. Capstone/Intensive Teacher Externship:** This two-day experience on the Penn College campus will involve hands-on workshops, technical and cross-disciplinary skill training, and corporate engagement. This experience can be a stand-alone activity or added as the culmination to a virtual training session.



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SREB – CTE Research-based Programmatic and Leadership Support

The Southern Regional Education Board (SREB) will provide comprehensive technical assistance to help schools strengthen curriculum, instruction, and program quality.

SREB partners directly with schools to review performance and program data, identify instructional priorities, and co-develop customized support plans aligned with Perkins V requirements, Pennsylvania Department of Education expectations, and local strategic goals. They also work with educators and leaders to develop and refine curricula and align academic content with industry standards and workforce needs.

Using research-based practices, data analysis, and stakeholder feedback, SREB supports continuous improvement efforts that increase program effectiveness and responsiveness to local priorities. Services may include curriculum and instructional reviews, Comprehensive Local Needs Assessment (CLNA) support, strategic planning facilitation, exploration of competency-based grading practices, and evaluation of program alignment with regional career pathways and labor market demands.

These services are delivered through a combination of onsite consultation, virtual coaching, and professional learning communities. Specific services available include:

- 1. CTE Leadership Academy:** This program will support CTE administrators in developing leadership goals aligned with Perkins indicators, school/local objectives, and data.
- 2. CTE Customized Technical Assistance:** This program will support schools with customized, evidence-based technical assistance in one or more of the following areas:
 - Strategic planning
 - Integration of academic and technical content/standards
 - Alignment of academic content with industry needs/career pathways
 - Competency-based grading
 - CLNA development
 - Curriculum and instructional review



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Thaddeus Stevens College of Technology – Technical Professional Development for CTE Educators in High-demand Fields

Thaddeus Stevens College of Technology will provide targeted professional development opportunities designed to increase the capacity of secondary CTE educators in high-demand technical fields. Experiences will include in-person trainings in the following fields:

- 1. Electrical Maintenance Professional Development:** Educators across two sessions will complete 36 hours of professional development designed to increase instructional capacity in electrical maintenance fundamentals.
- 2. CNC Professional Development:** Educators across two sessions will complete a 40-hour train-the-trainer professional development program designed to increase instructional capacity in CNC fundamentals.
- 3. Automation and Robotic Welding Professional Development:** Educators will complete a two-day automation training consisting of one full day of FANUC CRX i5 robot programming and one full day of robotic welding instruction.



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Allegheny Intermediate Unit (AIU) – Writing in CTE Workshops

The Writing in CTE workshops will provide instructors with the tools and skills needed to integrate meaningful, manageable writing activities into their classrooms to improve student learning, engagement, and career readiness.

Through professional development and ongoing support, educators will learn practical strategies that promote writing as a tool for learning, helping students deepen content understanding, strengthen critical thinking skills, and improve retention of course material. The program will also illustrate differentiated writing approaches to support diverse learners and address achievement gaps.

TAP Writing in CTE program supports will be tailored to each school's goals, instructional context, and staff needs. Services will include:

- Professional development workshops for CTE instructors
- Classroom modeling of effective writing strategies
- Individual and group coaching
- Observation and feedback on implementation
- Customized support based on teacher and school needs
- In-person and virtual training options to accommodate scheduling requirements
- Participant evaluations to measure effectiveness and guide continuous improvement