

LOWER MERION SD

301 E Montgomery Ave

Professional Development Plan (Act 48) | 2022 - 2025

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:

- a. 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.
- b. 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.
- c. 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.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. 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.
- f. 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.

g. 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.

PROFESSIONAL EDUCATION PLAN (PEP) (22 PA CODE, 49.17)

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
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

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

IMPROVEMENT OF DATA PROTOCOLS AS PART OF THE MTSS IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Expand use of assessment protocols so that practices are balanced; include more self-reflection, embedded formative assessment, criterion-based measurement and performance based measures into curriculum.	Teachers, Administrators, Paraprofessionals	MTSS training, data protocol training for both academics and behavior, Illuminate software training, Universal Design for Learning Training	Data Literacy improvement, student academic growth, closure of the achievement gap, improved social emotional wellness
Lead Person/Position			Anticipated Timeline
Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Learning			05/17/2022 - 05/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3X year	2d: Managing Student Behavior 1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning	
Inservice day	2x year	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting
Other	MTSS building team trainings, PLC meetings, and faculty meetings	1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 2d: Managing Student Behavior	Teaching Diverse Learners in an Inclusive Setting

CURRICULUM DEVELOPMENT AND TRAINING FOR EXPANDING STUDENT EXPERIENCES

Action Step	Audience	Topics to be Included	Evidence of Learning
Transform graduation requirements and the distribution	Teachers	Curriculum reimagination,	Implementation of planned

Action Step	Audience	Topics to be Included	Evidence of Learning
and expansion of courses and experiences across all grade bands.		design, implementation, and revision	curriculum, assessment of student learning, academic growth
Lead Person/Position		Anticipated Timeline	
Dr. Alexis McGloin, Assistant Superintendent		05/17/2022 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	3x year	1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 4a: Reflecting on Teaching 1e: Designing Coherent Instruction 3c: Engaging Students in Learning	
Collaborative curriculum development	4-5 times per year	1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1f: Designing Student Assessments	
Professional Learning Community (PLC)	1 x week	3a: Communicating with Students 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 1a: Demonstrating Knowledge of Content and Pedagogy 2b: Establishing a Culture for Learning	

CREATE/IMPLEMENT AND REFINE AN INTERDISCIPLINARY TEACHING APPROACH

Action Step	Audience	Topics to be Included	Evidence of Learning
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Action Step	Audience	Topics to be Included	Evidence of Learning
Embed an inquiry-based process approach across curriculum; thinking within one discipline (e.g. historians or scientists) transfers to others.	Teachers	Project based learning, coteaching, curriculum development, site visits, assessment building	Student academic growth, behavior data, student surveys, classroom observations
Lead Person/Position			Anticipated Timeline
Dr. Alexis McGloin, Assistant Superintendent, Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Learning			05/17/2022 - 05/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Classroom/school visitation	3x year	1c: Setting Instructional Outcomes 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	
Inservice day	2x year	3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy	
Professional Learning Community (PLC)	1 x week	2b: Establishing a Culture for Learning 1e: Designing Coherent Instruction 3c: Engaging Students in Learning 1f: Designing Student Assessments	
Collaborative curriculum development	4-5 times per year	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students	

ENHANCE CULTURAL PROFICIENCY PRACTICES

Action Step	Audience	Topics to be Included	Evidence of Learning
Embed culturally-proficient teaching practices.	Teachers and Administrators	Culturally responsive teaching, personalization of learning, universal design for learning, and effective multi-tier systems of support (MTSS)	Student surveys on inclusivity and sense of belonging, closure of the achievement gap, positive school and classroom culture
Lead Person/Position		Anticipated Timeline	
Shawanna James-Coles		08/30/2022 - 05/30/2025	

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	4 x year	2a: Creating an Environment of Respect and Rapport 3c: Engaging Students in Learning 3a: Communicating with Students 1b: Demonstrating Knowledge of	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Students 2b: Establishing a Culture for Learning	
Workshop(s)	2x per year	1f: Designing Student Assessments 2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 3a: Communicating with Students	Teaching Diverse Learners in an Inclusive Setting
Inservice day	1 x year	2a: Creating an Environment of Respect and Rapport 2b: Establishing a Culture for Learning	Teaching Diverse Learners in an Inclusive Setting

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1f: Designing Student Assessments	
		3b: Using Questioning and Discussion Techniques	

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

LANGUAGE AND LITERACY ACQUISITION FOR ALL STUDENTS

Audience	Topics to be Included	Evidence of Learning
Teachers	science of reading training, best practices in early literacy, MTSS best practice implementation- Tier I instruction and resources, including universal screening, data, assessment of literacy skills, Tier II and III intervention and resources and universal design for learning (UDL)	Classroom observations, student growth of local and standardized assessments
Lead Person/Position		Anticipated Timeline
Dr. Jennifer Gaudioso, Director of Elementary Education and K-12 Professional Development		08/30/2022 - 06/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 X year	2b: Establishing a Culture for Learning 1b: Demonstrating Knowledge of Students	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Professional Learning Community (PLC)	1 x month	3c: Engaging Students in Learning 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques	Language and Literacy Acquisition for All Students
		1e: Designing Coherent Instruction 3c: Engaging Students in Learning 2b: Establishing a Culture for Learning 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2x year	1b: Demonstrating Knowledge of Students 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3c: Engaging Students in Learning 1f: Designing Student Assessments 2b: Establishing a Culture for Learning	Language and Literacy Acquisition for All Students
Other	monthly MTSS building team meetings	1f: Designing Student Assessments 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning	Language and Literacy Acquisition for All Students

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning	

TRAUMA INFORMED CARE TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma informed care, discussion related to racial trauma, impact of Covid 19 on learning, impact in relationship to attendance, strategies for student, staff and community wellness	student survey on belonging and inclusion, student and staff attendance, crisis response statistics
Lead Person/Position		Anticipated Timeline
Kimberly Fraser, Director of Student Services and Special Education		08/30/2022 - 05/20/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	1 x year	1b: Demonstrating Knowledge of Students 3a: Communicating with Students	Trauma Informed Training (Act 18)

SCHOOL SAFETY TRAINING

Audience	Topics to be Included	Evidence of Learning
All Staff	Facts about child abuse, recognizing categories of child abuse, mandatory reporting, Educator Discipline Act, staff to student sexual misconduct, maintaining professional boundaries	post training assessments
Lead Person/Position		Anticipated Timeline
Felicity Hanks, Human Resources Manager		08/30/2022 - 05/30/2025

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Webinars - 3 hours over five years	1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 2a: Creating an Environment of Respect and Rapport	School Safety including Trauma-informed Education Awareness (Act 44)

EVALUATION AND REVIEW

DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.

We have ongoing committees that evaluate our professional development needs as well as use the feedback from professional development sessions to evolve and grow our practices. These committees meet semi regularly and are made up of a variety of stakeholders. The committee utilizes a mix of student assessment data with perceptual data from a variety of sources that include informal conversations, surveys, and focus groups. Professional learning experiences in Lower Merion ask participants to respond to questions around engagement as well as new learning. We also ask participants to share and commit to next steps as an indicator to determine what additional needs there might be.

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.

Professional Education Committee Chairperson:

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.

Superintendent or Chief Administrative Officer:

Date