LOWER MERION SD

301 E Montgomery Ave

Professional Development Plan (Act 48) | 2025 - 2028

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.

PROFILE AND PLAN ESSENTIALS

School District
123464502
301 E Montgomery Ave, Ardmore, PA 19003

Jennifer Gaudioso
gaudioj@lmsd.org
610-645-1920 X N/A

Ms Megan Shafer
mshafer@lmsd.org

STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Scott Weinstein	Acting Assistant to the Superintendent	Administrator	Administration Personnel
Jennifer Gaudioso	Director of Elementary Education	Administrator	Administration Personnel
Lisa Prosnitz	ISC Co-President	Parent of Child Attending	School Board of Directors
Darcia Mobley	CARE REprentative	Community Member	School Board of Directors
Harry Mobley	CARE Representative	Community Member	School Board of Directors
Aimee Avellino	Teacher	K-12 Teacher	Teacher

Name	Title	Committee Role	Appointed By
Andy Thomas	Teacher	K-12 Teacher	Teacher
Kelly Cenicola	Teacher	K-12 Teacher	Teacher
Karen Salladino	Teacher	Education Specialist	Education Specialist
Ryan Burns	Business Owner	Local Business Representative	School Board of Directors
Shayna Kalish	Board Member	Community Member	School Board of Directors
Sarah Thomas	Board Member	Community Member	School Board of Directors
Kami Pulsifer	ISC Co-President	Parent of Child Attending	School Board of Directors
Adam Podowitz-Thomas	HSA President	Parent of Child Attending	School Board of Directors
Cara Hermann	CSE President	Parent of Child Attending	School Board of Directors
Jason Lilly	Math Supervisor	Administrator	Administration Personnel
Gwendolyn Nartowicz	Supervisor of Special Education	Administrator	Administration Personnel
Stephanie Doyle	Supervisor of Special Education	Administrator	Administration Personnel
Dorie Martin-Pitone	Supervisor of Elem. Humanities	Administrator	Administration Personnel
Drew Gingrich	Supervisor of Sec. Humanities	Administrator	Administration Personnel
KD Davenport	STEM Supervisor	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Laura Hutelmyer	Instructional Tech Coach	Education Specialist	Education Specialist
Kim Phillips	Instructional Tech Coach	Education Specialist	Education Specialist
Jennifer Goldberg	Instructional Tech Coach	Education Specialist	Education Specialist
Mike Johnson	Princpal, LMHS	Administrator	Administration Personnel
Stuart Warshawer	Principal, HHS	Administrator	Administration Personnel
Sarah Stout	Principal, BRMS	Administrator	Administration Personnel
Jeff Hunter	Principal, BCMS	Administrator	Administration Personnel
Chris Hall	Principal, WVMS	Administrator	Administration Personnel
Veronica Ellers	Principal, GLES	Administrator	Administration Personnel
Scott Mitchell	Principal, PVES	Administrator	Administration Personnel
Toby Albanese	Principal, MES	Administrator	Administration Personnel
Ty Ross	Principal, CYES	Administrator	Administration Personnel
Robin Klaiber	Principal, BHES	Administrator	Administration Personnel
Shawn Bernatowicz	Principal, PWES	Administrator	Administration Personnel

DESCRIBE HOW MANY TIMES THE COMMITTEE MEETS IN A GIVEN YEAR, ANY SUBCOMMITTEES THAT ARE FORMED AND ANY OTHER RELEVANT INFORMATION REGARDING THE FUNCTION OF THE COMMITTEE.

Members of this committee met multiple times over the course of this year in various groups and formats to provide input into the plan development. Core groups included an Induction Planning Team that meets multiple times through the year, three times last year, two so far this year along with a broader feedback group that helped design the two-year Induction Plan. Steering committee members also served as a Professional Development Plan feedback subcommittee, with December, January and February meetings, and opportunities for virtual meetings or input. A core Professional Development Planning Team meets regularly and intersects with broader feedback subgroups of principals and Academic Council, both that meet monthly. A Professional Development subcommittee has been formed to continue planning and implementation of action plan related professional learning. That team will continue meeting monthly during the school year to advance the professional learning goals of the Comprehensive Plan and maintain feedback loops with other groups.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

COMMUNICATION WITH NON ENGLISH SPEAKING FAMILIES AND COMMUNITY MEMBERS

Action Step	Audience	Topics to be Included	Evidence of Learning
Leadership team collaboratively explores and identifies areas for improving outreach to non-English speaking families at the District and building level and continues to explore Residency partnerships.	K-12 Educators	Culturally responsive communication strategies, interpreters and translation tools, focused outreach, visual supports and plain language.	Educators implement communication strategies that create greater connection to non English speaking families.

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - 06/30/2027

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Once a year	4c: Communicating with Families	Common Ground: Culturally Relevant Sustaining Education

CRITICAL READING STRATEGIES

Action Step	Audience	Topics to be Included	Evidence of Learning
K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. 5-8 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. 9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.	K-12 Educators	How to teach nnotation techniques, questioning strategies, identifying main idea and supporting details, inferencing, author's purpose and bias.	Observation and Practice of Educator Effectiveness, professional learning survey feedback.

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

Workshop(s)	Continual focus during duration of plan	1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 3b: Using Questioning and Discussion Techniques 1c: Setting Instructional Outcomes 3c: Engaging Students in Learning 1f: Designing Student Assessments 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources	Language and Literacy Acquisition for All Students

UNIVERSAL DESIGN FOR LEARNING PRINCIPLES

Action Step	Audience	Topics to be Included	Evidence of Learning
K-4 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. 5-8 Grade level PLCs, with support from	K-12 Educators	Multiple means of engagement, representation, and action/expression—along with strategies for designing flexible learning experiences, removing barriers to access, and fostering student autonomy and choice.	Survey and educator feedback, instructional design and observation and feedback within Educator Effectiveness

Action Step	Audience	Topics to be Included	Evidence of Learning
supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning. 9-12 Grade level PLCs, with support from supervisors, will use data to identify student needs and select aligned high impact strategies to support student learning.			

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Continuous throughout the plan	1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes	Teaching Diverse Learners in Inclusive Settings

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

ARTIFICIAL INTELLIGENCE AND ITS IMPACT ON TEACHING AND LEARNING.

Action Step	Audience	Topics to be Included	Evidence of Learning
Develop a design team with representative teachers and leaders to explore and articulate best practices in instructional technology and Artificial Intelligence (AI) to support productivity and increase learning. The Design Team will develop bank of exemplars, resources, prompt banks, and training (Schoology courses, session/lesson plans, micro-PDs, etc.,) to support effective, responsible use of AI (teacher-facing and student-facing) to support improved	K-12 Educators, All Staff	The role of AI in personalized learning, ethical considerations and bias in AI tools, leveraging AI for differentiated instruction, using AI-powered feedback and assessment tools, and fostering critical thinking through AI literacy and responsible usage.	Survey feedback from sessions, integration into curriculum and assessment practices, observation and feedback through Educator Effectiveness

Action Step	Audience	Topics to be Included	Evidence of Learning
learning opportunities for students. Design Team coordinates and leads turnaround training and continued goal-setting to advance District learning in effective technology and AI integration.			

Lead Person/Position	Anticipated Timeline
Curriculum Office Design Team	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	To Be Determined	1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes	Common Ground: Culturally Relevant Sustaining Education

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

TRAUMA INFORMED TEACHING AND LEARNING

Audience	Topics to be Included	Evidence of Learning
K-12 Educators and Staff	The impact of trauma on brain development and learning, creating a safe and supportive classroom environment, building strong relationships and trust, implementing regulation and de-escalation strategies, and fostering resilience through strengths-based and culturally responsive practices.	Survey Feedback from workshops, successful completion of course

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	Yearly	1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 1d: Demonstrating Knowledge of Resources 3e: Demonstrating Flexibility and Responsiveness	At Least 1-hour of Trauma-informed Care Training for All Staff

STRUCTURED LITERACY REFRESHERS

Audience	Topics to be Included	Evidence of Learning
All elementary certified educators, middle school certified educators, K-12 ELL certified educators, K-12 Special Education certified educators, and K-12 Reading Specialists.	Phonological awareness, sound-symbol correspondence, syllable types and division, morphology, syntax and sentence structure, explicit and systematic instruction, cumulative and data-driven assessment, and multisensory instructional strategies.	Workshop feedback, survey feedback, integration into instruction as observed during supervision

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - Invalid Date

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	One time; part of induction yearly as well	1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of	Structured Literacy

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments	

PROFESSIONAL ETHICS FRAMEWORK

Audience	Topics to be Included	Evidence of Learning
K-12 Educators	The four principles of the Pennsylvania Professional Ethics Framework (Integrity, Honesty, Fairness, and Responsibility), ethical decision-making in education, maintaining professional boundaries and relationships, upholding public trust, and applying ethical standards through real-world case studies and scenarios.	Course completion

Lead Person/Position	Anticipated Timeline
Curriculum Office	07/01/2025 - 06/30/2028

LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Course(s)	One time	4f: Showing Professionalism	Professional Ethics

PROFESSIONAL DEVELOPMENT PLAN ASSURANCES

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
Are the professional development activities aligned to at least one component of one domain within the Observation and Practice Framework for Teaching?	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

Professional Education Plan Guidelines	Yes/No
When is the first year the LEA will offer Structured Literacy Training to the staff?	2022-2023
Who will receive the Structured Literacy Training in addition to the five required certifications (early childhood, elementary-middle level, special education, ESL, and reading specialist)? N/A	
Is the LEA using or planning to implement Structured Literacy (Select One)? Yes, full implementation.	

EVALUATION AND REVIEW

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

The Professional Education Plan will be reviewed annually to assess its effectiveness in meeting established goals, activities, delivery systems, and competency attainment. The review process will incorporate multiple evaluation methods, including an annual survey of educators to gather insights on professional learning experiences, leadership observations to assess the implementation of new knowledge and skills, and PD day feedback surveys to capture immediate reactions and areas for improvement. Additionally, participatory decision-making will be used to ensure that educators and stakeholders have a voice in shaping future professional development plans, aligning with the five levels of evaluation—student outcomes, participant application of learning, participant knowledge acquisition, participant reactions, and organizational support for change.

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