

LOWER DAUPHIN SD

291 E Main St

Professional Development Plan (Act 48) | 2026 - 2029

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:

1. 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.
2. 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.
3. 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.
4. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.

5. 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.
6. 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. 2
7. 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

115224003

291 E Main St, Hummelstown, PA 17036

Dr. Charles Trovato

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Steering Committee

1Steering Committee

Name	Title	Committee Role	Appointed By
Dr. Charles Trovato	Director of Curriculum	Administrator	Administration Personnel
Todd Neuhard	Asst. to the Superintendent	Administrator	Administration Personnel
Dr. Dan Berra	Director of Special Education	Administrator	Administration Personnel
Barbara Brown	Administrative Assistant	Other	Administration Personnel
Debra Macut	Community Member	Community Member	School Board of Directors
Stacy Kreitzer	Instructional Coach	Education Specialist	Administration Personnel
Shannon Zeigler	Instructional Coach	Education Specialist	Administration Personnel
Amy Sell	Instructional Coach	Education Specialist	Administration Personnel
Justin Hanula	LDHS Principal	Administrator	Administration Personnel
Dr. Steff Chortanoff	HS Dean of Students	Other	Administration Personnel
Emily Fehrenbach	High School Teacher	High School Teacher	Administration Personnel
Shelli Jones	Elementary Teacher - EH	Elementary Teacher	Administration Personnel
Sam Irvin	Elementary Teacher - EH	Elementary Teacher	Administration Personnel
Alycia Randall	Elementary Teacher - Con	Elementary Teacher	Administration Personnel
Stephanie Zahora	Elementary Teacher - Con	Elementary Teacher	Administration Personnel
Angie Love	LDMS Principal	Administrator	Administration Personnel
Kyleigh Andrich	Middle School Teacher	Middle School Teacher	Administration Personnel
Kim Grimard-Levis	Middle School Teacher	Middle School Teacher	Administration Personnel
Caitlin Smith	Middle School Teacher	Middle School Teacher	Administration Personnel
Erin Giambrone	Special Education Coach	Education Specialist	Administration Personnel
Maria Shaffer	Elementary Teacher - Nye	Elementary Teacher	Administration Personnel
Alyssa Matesevac	Parent	Parent of Child Attending	Administration Personnel
Jenna Wise	Elementary Teacher - Lond	Elementary Teacher	Administration Personnel
Dr. Jared Wastler	Londonderry ES Principal	Administrator	Administration Personnel
Natalie Kratz	Elementary Teacher - Lond	Elementary Teacher	Administration Personnel
Stephanie Bruno	South Hanover ES Principal	Administrator	Administration Personnel
Jody Cassel	Elementary Teacher - SH	Elementary Teacher	Administration Personnel
Laurie Hudson	Elementary Teacher - SH	Elementary Teacher	Administration Personnel
Patti Krow	Business Partner	Local Business Representative	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.

The professional learning committee meets 3 times per school year (November, January, and March). The purpose of this committee is to work collectively as a comprehensive team to evaluate and determine the professional learning needs of the K-12 professional staff in the Lower Dauphin School District for the development of the annual K-12 professional learning plan.

Action Plans Steps from Comprehensive Plan

UDL Training

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- UDL training for 2027-2028 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days) - UDL training for 2028-2029 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days) - UDL training for 2029-2030 Year 1 research subjects during for use during Year 1 research (rolled out during district approved PD days)	K-12 teachers	UDL	Integration of UDL practices in curriculum development

3Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2026 - 06/30/2029

Learning Format

4Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Monthly	1b: Demonstrating Knowledge of Students	

Curriculum Research Year Training

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Curriculum research year 1 and prioritized standards for K-12 Math, 6-12 Business, 6-12 FCS, K-12 Health/PE - Curriculum research year 1 and prioritized standards for K-12 Social Studies, K-12 School Counseling, K-12 Art, K-12 Music	K-12 content leads	Conducting and leading curriculum research, unpacking and prioritizing standards	Completion of curriculum research brief

6Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum Content leads	07/01/2026 - 06/30/2029

Learning Format

7Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Collaborative curriculum development	Monthly	4e: Growing and Developing Professionally	

MS ELA Core Program Rollout

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
Implementation of MS ELA core program w/ embedded coaching	6-8 ELA teachers	Adolescent structured literacy Core program instructional methodology	Implementation fidelity to program

9Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2026 - 06/30/2027

Learning Format

10Action Plans Steps - 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)	Quarterly	• 4e: Growing and Developing Professionally	
Learning walk	Quarterly	• 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally	

Science Core Program Rollout

11Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Training for administrators on supervising science classrooms aligned to STEELS • Implementation of K-12 Science core program w/ embedded coaching	K-12 science teachers	STEELS alignment Core program instructional methodology	Implementation fidelity to program

12Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2026 - 06/30/2027

Learning Format

13Action Plans Steps - 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)	Quarterly	• 4e: Growing and Developing Professionally	
Learning walk	Quarterly	• 4e: Growing and Developing Professionally • 1d: Demonstrating Knowledge of Resources	

Math Core Program Rollout

14Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Training for admin on supervising math classrooms • Implementation of math core program	K-12 math teachers	Standards of mathematical practice Core program instructional methodology	Implementation fidelity to program

15Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2028 - 06/30/2029

Learning Format

16Action Plans Steps - 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)	Quarterly	• 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally	
Learning walk	Quarterly	• 4e: Growing and Developing Professionally	

Supervision Academy

17Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Establishing effective methods for the supervision process (prioritizing teacher growth and continuous improvement)	K-12 principals and supervisors	Best supervision practices	Consistent supervision practices

18Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum Assistant to the Superintendent	07/01/2026 - 06/30/2027

Learning Format

19Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly	• 4e: Growing and Developing Professionally	

Evaluation Academy

20Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Establishing effective methods for evidence-based evaluation, performance improvement plans, and developing a district plan for professional remediation	K-12 principals and supervisors	Effective evaluation practices	Consistent evaluation measures, consistent performance improvement plan/remediation procedures

21Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum Assistant to the Superintendent	07/01/2027 - 06/30/2028

Learning Format

22Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	Quarterly	• 4e: Growing and Developing Professionally	

Differentiated Supervision Plan

23Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Rollout, train, and implement Differentiated Supervision Plan	K-12 professional staff	Redesigned differentiated supervision plan DS plan cycle	Engagement in DS plan

24Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2027 - 06/30/2028

Learning Format

25Action Plans Steps - 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	• 4e: Growing and Developing Professionally	

Act 13 Recalibration

26Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Recalibrate Act 13 with principals/supervisors and teachers	K-12 professional staff, K-12 principals and supervisors	Act 13 best practices and compliance measures	Compliance in Act 13 legislation, formal completion of all PAETEP forms annually

27Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2026 - 06/30/2027

Learning Format

28Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	No more than two	• 4e: Growing and Developing Professionally	

Personalized Learning Academy

29Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Rollout and implement personalized learning academy	K-12 professional staff	Personalized learning academy	Engagement in personalized learning academy relative to DS plan

30Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2028 - 06/30/2029

Learning Format

31Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	No more than two	• 4e: Growing and Developing Professionally	

		• 4d: Participating in a Professional Community	
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Employee Experience & Retention

32Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Plan, inform and implement changes based on teacher satisfaction survey data annually	K-12 professional and support staff	Employee Experience to Inform Culture & Climate	Annual survey data

33Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Assistant to the Superintendent	07/01/2026 - 06/30/2029

Learning Format

34Action Plans Steps - Learning Format

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

CBA education sessions

35Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Plan for alternative recruiting strategies annually	K-12 professional staff (new and anticipated)	CBA	Increased recruiting/hiring

36Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of HR	07/01/2026 - 06/30/2029

Learning Format

37Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually (as new hires are brought on board)		

Onboarding training

38Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Develop, review, and utilize a marketing document that compares our compensation package to surrounding districts annually	K-12 newly hired staff	Onboarding items	Increased retention of employees

39Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
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Director of HR	07/01/2026 - 06/30/2029
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Learning Format

40Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually (as new staff are hired)		

Executive Coaching

41Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
• Determine succession planning / build from within to promote longevity in administrative positions	Act 93 employees	Executive coaching	Increased retention of administrative staff

42Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Superintendent	07/01/2026 - 06/30/2029

Learning Format

43Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework	This Step Meets the Requirements
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		Component Met in this Plan	of State Required Trainings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Annually (as identified by superintendent)	• 4e: Growing and Developing Professionally	

MTSS

44Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
- Develop and refine a K-12 MTSS Framework (district level) with quarterly meetings annually - Develop and refine a K-12 MTSS Framework (building level) with trimester meetings (building level team) and consistent data meetings (monthly)	K-12 building teams K-12 district team	I-MTSS framework	IMFR results and comparative results annually

45Action Plans Steps from Comprehensive Plan - Lead Person/Anticipated Timeline

Lead Person/Position	Anticipated Timeline
Director of Curriculum	07/01/2026 - 06/30/2029

Learning Format

46Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	3 times per year (Building teams) 4 times per year (District team)	1b: Demonstrating Knowledge of Students 1c: Setting Instructional Outcomes	

		• 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4e: Growing and Developing Professionally	
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Other Professional Development Activities

Professional Development Plan Assurances

47Professional 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
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)? In addition to the above-mentioned staffing groups, administration K-12 will also receive training alongside the instructional coaches.	
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 Lower Dauphin School District's established professional learning committee will evaluate and plan for professional learning throughout the year. The PD plan is reviewed on an annual basis by facilitation of the Director of Curriculum in collaboration with the professional learning committee. The professional learning committee will adhere to the following review and plan development throughout the course of the year with the caveat that the plan is always developed proactively (and by way of quantitative and qualitative data) while responsive to needs of the school district that require immediate attention following plan development. The Director of Curriculum will work in collaboration with the established district administrative council to frequently review and discuss the plan at appropriate meetings throughout the year: November (review and reflect on PD to date, review and discuss considerations for the future school year's calendar, review and provide input on Title IV activities to date) January (review and reflect on PD to date, review and provide input on any anticipated Title IV activities for budget reallocation, begin discussing and planning for professional learning needs for next school year) March (review and reflect on PD to date, review and provide input on next school year's Title IV priorities, review input data for next year's professional learning offerings, finalize planning for professional learning needs for next school year)

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