

MONTESSORI REGIONAL CS

2549 West 8th Street

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:

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.
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

Montessori Regional Charter School

105250004

Erie 2549 W 8th St, Erie, PA 16505

Diane Pauli

dpauli@mrcserie.org

8148337771 X 135

Mark Zielinski

mzielinski@mrcserie.org

Steering Committee

1 Steering Committee

Name	Title	Committee Role	Appointed By
Mark Zielinski	CEO	Administrator	Administration Personnel
Diane Pauli	Principal	Administrator	Administration Personnel
Jill Duncan	Curriculum Coordinator	Administrator	Administration Personnel
Courtney Thompson	Parent	Parent of Child Attending	School Board of Directors
Marci Petruso	Teacher	Education Specialist	Education Specialist
Moncia Skelton	Teacher	Elementary Teacher	Teacher
Holly M	Community Member	Local Business Representative	School Board of Directors

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.

Quarterly

Action Plans Steps from Comprehensive Plan

IU5 Mathematical Interventions

2Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none">Increase fluency in addition, subtraction, and multiplication utilizing evidence-based strategy, Drill Sandwich	K-6th grade teachers	Evidence-based interventions How to use data to drive instruction Small group norms Progress monitoring	Increase in fact fluency by the use of data analysis of weekly progress monitoring proges

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

Lead Person/Position	Anticipated Timeline
Diane Pauli/Principal	08/27/2025 - 05/31/2026

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)	Quarterly		
Other	yearly		

Evidence-based reading fluency strategies

5Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none">Increase reading fluency on paired reading strategy	3rd - 5th grade teachers	Evidence-based strategies for reading fluency	Increase in reading fluency bi-weekly progress monitoring

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

Lead Person/Position	Anticipated Timeline
Diane Pauli/Principal	08/27/2025 - 06/12/2026

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
Workshop(s)	quarterly		Language and Literacy Acquisition for All Students

Evidence-based ELD strategies and interventions

8Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Increase access to all subject areas using pre-teach vocabulary strategy 	K-8th grade teachers	Isabel Beck's research on vocabulary instruction Pre-teach vocabulary - why an effective strategy?	Survey of teachers - quarterly Summative assessment data

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

Lead Person/Position	Anticipated Timeline
Diane Pauli/Principal	08/26/2025 - 06/12/2026

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
Inservice day	2 hour training		Teaching Diverse Learners in Inclusive Settings

Other Professional Development Activities

Trauma Informed

11Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All Staff	Trauma Sensitivity Training - Taking a Trauma Infomred Approach	Incorporation into Teaching

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

Lead Person/Position	Anticipated Timeline
Diane Pauli	08/25/2025 - 06/12/2026

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
Workshop(s)	1 time a year		

Professional Ethics Program Framework Guidelines

14Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All staff	Educator Ethics	Incorporation into professional responsibilities

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

Lead Person/Position	Anticipated Timeline
Diane Pauli	08/24/2025 - 06/12/2026

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
Course(s)	1 time a year		

Building a community of caring

17Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All Stakeholders including staff at MRCS, families and community	Trauma informed care Maslow Hierarchy of Needs Homelessness and it's impact on the student and family	Surveys - pre and post Observational data Self-reflection journals

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

Lead Person/Position	Anticipated Timeline
Diane Pauli/Principal	08/25/2025 - 06/12/2026

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		Common Ground

Professional Development Plan Assurances

20Professional 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)? Specials Teachers, Teaching Assistants, Paraprofessionals, Administrators	
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 team will meet quarterly to review the plan and the progress being made towards the goals. In-service days will be developed in accordance with this plan.

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.

Diane Pauli

Professional Education Committee Chairperson:

07/24/2025

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.

Mark Zielinski

Superintendent or Chief Administrative Officer:

07/24/2025

Date