

## **WILSON AREA SD**

2040 Washington Blvd

Professional Development Plan (Act 48) | 2022 - 2025

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### **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**

Wilson Area School District

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## **STEERING COMMITTEE**

**Name**

**Title**

**Committee Role**

**Appointed By**

**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.**

## 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? ( <a href="#">22 Pa Code, Chapter 4</a> )	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 ( <a href="#">22 Pa Code, 19</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	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? ( <a href="#">Act 48, Section 1205.1</a> )	Yes
Was the professional education plan approved by the professional education committee and the board of the school entity? ( <a href="#">22 pa Code, 49.16</a> )	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

### USING DATA AND EVIDENCE-BASED INSTRUCTIONAL STRATEGIES TO GUIDE INSTRUCTION

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement differentiated instruction, practice, and assessments	Classroom Teachers, Special Education Teachers, Interventionists, Paraprofessionals	(1) Analyzing various data sources; (2) Using technology to differentiate learning pathways based on student data; (3) Developing core instructional and intervention plans from student data; (4) Differentiating learning pathways; (5) Implementing effective evidence-based instructional strategies; (6) Implementing an MTSS program in grades 5 & 6; (7) Flexible intervention groups based on diagnostic and progress monitoring data	(1) Differentiated instructional practices; (2) Flexible intervention groups based on diagnostic and progress monitoring data; (3) Tiered instructional and behavioral interventions in grades K-6; (4) Students respond to intervention and instruction
Using data to guide core and intervention instruction			
Implementation of effective instructional practices			
Evaluate and revise the RTII/MTSS program in K-4 and expand to grades 5 and 6			

Action Step	Audience	Topics to be Included	Evidence of Learning
<b>Lead Person/Position</b>		<b>Anticipated Timeline</b>	
Building Principals		08/22/2022 - 06/13/2025	

## 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)	3-4 times during the semester	3d: Using Assessment in Instruction  1b: Demonstrating Knowledge of Students  1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
Inservice day	2 days each year	1e: Designing Coherent Instruction  3d: Using Assessment in Instruction  1b: Demonstrating	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
		Knowledge of Students  3c: Engaging Students in Learning	
Professional Learning Community (PLC)	2-3 times a marking period	3c: Engaging Students in Learning  3d: Using Assessment in Instruction  1e: Designing Coherent Instruction  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting

## DEVELOP AND MAINTAIN A SAFE LEARNING ENVIRONMENT

Action Step	Audience	Topics to be Included	Evidence of Learning
	All teachers and paraprofessionals of students in grades K-8	Bullying and cyberbullying prevention curriculum and evidence-based prevention strategies	Effective implementation/revision of bullying and cyberbullying prevention curricula

**Lead Person/Position****Anticipated Timeline**

Building Principals

01/03/2023 - 06/12/2024

**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	once a month through second semester and then throughout the summer	2d: Managing Student Behavior  2a: Creating and Environment of Respect and Rapport  2b: Establishing a Culture for Learning	
Inservice day	once	2d: Managing Student Behavior  2a: Creating and Environment of Respect and Rapport  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
Professional Learning Community (PLC)	once a month	2a: Creating and Environment of Respect and Rapport  2d: Managing Student Behavior  2b: Establishing a Culture for Learning	

## INCREASE STUDENT ENGAGEMENT OF ALL STUDENTS

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide opportunities within instruction for students to be engaged with higher level thinking skills  Effectively implement trauma-informed practices  Implement MTSS	Teachers and support staff	(1) Implementing evidence-based strategies to improve students' higher level thinking skills; (2) Implementing trauma-informed strategies within the classroom; (3) MTSS framework and using tiered system of support with behavioral and academic concerns	(1) Increased level of student participation and engagement in classes; (2) Increase attendance rates; (3) Teacher observations indicate greater amount of higher level questioning and engagement of students

Action Step	Audience	Topics to be Included	Evidence of Learning
program at the Intermediate School to also address behavioral concerns			
Lead Person/Position	Anticipated Timeline		
Building Principals	08/22/2023 - 06/12/2024		

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	3-4 days	3a: Communicating with Students  1b: Demonstrating Knowledge of Students  3b: Using Questioning and Discussion Techniques  2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		3c: Engaging Students in Learning  2d: Managing Student Behavior	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	2-3 times a marking period	3a: Communicating with Students  2d: Managing Student Behavior  1b: Demonstrating Knowledge of Students  3c: Engaging Students in Learning  2a: Creating and Environment of Respect and Rapport	Trauma Informed Training (Act 18)
Professional Learning Community (PLC)	1 x a month	2d: Managing Student Behavior  3c: Engaging Students in Learning  2a: Creating and Environment of Respect and Rapport  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	

## BUILD A LEARNING COMMUNITY THAT APPRECIATES DIVERSITY, PROMOTES EQUITY, AND DEMONSTRATES INCLUSION

Action Step	Audience	Topics to be Included	Evidence of Learning
Provide Allyship training for all staff and leadership	Teachers, Support Staff, and Administrators	(1) Developing and building Allyship; (2) How to help students to be an ally with each other; (3) Evidence-based best practices to promote allyship in the classroom	(1) Teachers find the Allyship training to be of high quality and relevant to their teaching practices; (2) Students have a higher perception of the importance of school; (3) Decrease in discipline referrals related to disrespect and insubordination
Research and implement evidence-based “best practices” regarding equity and diversity utilized by other districts and organizations with success			

Lead Person/Position	Anticipated Timeline
Building Allyship Team	06/12/2022 - 06/13/2025

## LEARNING FORMAT

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Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	2 days and follow-up day	2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 1d: Demonstrating Knowledge of Resources 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 3a: Communicating with Students 4e: Growing and Developing Professionally 2a: Creating and Environment of Respect and Rapport 3e: Demonstrating Flexibility and	

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Responsiveness			
Professional Learning Community (PLC)	monthly	3a: Communicating with Students  4e: Growing and Developing Professionally  4d: Participating in a Professional Community  2a: Creating and Environment of Respect and Rapport	
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Twice a semester	1b: Demonstrating Knowledge of Students  3a: Communicating with Students  2a: Creating and Environment of Respect and Rapport  4e: Growing and Developing Professionally	

## ENHANCE LEARNING EXPERIENCES THROUGH THE USE OF TECHNOLOGICAL TEACHING AND LEARNING MATERIALS

Action Step	Audience	Topics to be Included	Evidence of Learning
Personalized professional development on effective uses of current and new instructional resources	Teachers and paraprofessionals	Technology resources and use in the classroom to provide authentic learning opportunities	(1) Students participating in new authentic learning opportunities that directly relate to rigorous course content; (2) Teachers evaluate the professional development to be of high quality and relevant to their teaching practices
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Assistant Superintendent, Building Principal, Technology Coordinator			07/05/2023 - 06/14/2024

## 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	1e: Designing Coherent Instruction  4e: Growing and Developing Professionally  3c: Engaging Students in	

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)	as needed	Learning  3c: Engaging Students in Learning  4e: Growing and Developing Professionally  1e: Designing Coherent Instruction	



## INDIVIDUALIZED PROFESSIONAL LEARNING OPPORTUNITIES

Action Step	Audience	Topics to be Included	Evidence of Learning
Implement personalized learning opportunities with a pilot cohort of teachers	Teachers	Professional personalized learning opportunities	Completion of the personalized learning opportunity and description of how will implement in the classroom
Implement personalized learning opportunities with all teaching staff			
Lead Person/Position			Anticipated Timeline
Assistant Superintendent and Building Principals			06/01/2023 - 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
Independent study	once a year	4e: Growing and Developing Professionally	

## SUPPORTING TEACHING AND LEARNING THROUGH ASSISTING IN DIAGNOSING, REPAIRING, AND MAINTAINING DISTRICT TECHNOLOGY

Action Step	Audience	Topics to be Included	Evidence of Learning
	IT Staff	Supporting teachers with new and current technology	IT department provides more efficient ways to support teaching and learning
Lead Person/Position		Anticipated Timeline	
Technology Coordinator		06/05/2023 - 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
Workshop(s)	1-2 times a year	4e: Growing and Developing Professionally 4d: Participating in a Professional Community	

## **OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES**

## SCHOOL SAFETY

Audience	Topics to be Included	Evidence of Learning
Teachers and Paraprofessionals	(1) Situational Awareness and Emergency Training (ALICE procedures and expectations); (2) Trauma-Informed Educational Awareness Refresher; (3) Mental Health Awareness; (4) Suicide Awareness and Prevention; (5) Substance Use Awareness	(1) Successful completion of the ALICE online training recertification and drills; (2) Completion of the online modules and sensitivity and awareness of mental health of students as well as implementation of trauma-informed practices in the classroom; (3) Implementation of strategies from trainings in the classroom
Lead Person/Position		Anticipated Timeline
Assistant Superintendent and Building Principals		08/19/2022 - 06/13/2025

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	annually	4e: Growing and Developing Professionally	School Safety including Trauma-informed Education Awareness (Act 44)
Inservice day	annually	4e: Growing and Developing Professionally	School Safety including Trauma-informed Education Awareness (Act 44)

## MANDATED REPORTING

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, and Support Staff	(1) Roles and responsibilities of a mandated reporter; (2) School employee expectations; (3) what to look for and how to report suspected child abuse	Completion of online module and applying trauma informed practices in the classroom
Lead Person/Position	Anticipated Timeline	
Assistant Superintendent	08/19/2022 - 01/16/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Once every five years		School Safety including Trauma-informed Education Awareness (Act 44)

## STATE TESTING SECURITY

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
Teachers and paraprofessionals	Roles and responsibilities of test administrators for PSSA and Keystone exams	Completion of online module and in-person training, Proper administration of the state testing

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Building Principals	10/01/2022 - 01/20/2025

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	Annual		

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## EPIPEN

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<b>Audience</b>	<b>Topics to be Included</b>	<b>Evidence of Learning</b>
Teachers, praprofessionals, bus drivers	Proper administration of an epipen	Completion of online module

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<b>Lead Person/Position</b>	<b>Anticipated Timeline</b>
Building Principal	08/19/2022 - 01/20/2025

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## LEARNING FORMAT

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<b>Type of Activities</b>	<b>Frequency</b>	<b>Danielson Framework Component Met in this Plan</b>	<b>This Step Meets the Requirements of State Required Trainings</b>
Other	Once every two years		School Safety including Trauma-informed Education Awareness (Act 44)

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## ENHANCING EDUCATOR'S CONTENT KNOWLEDGE IN AREA OF CERTIFICATION/ASSIGNMENT

Audience	Topics to be Included	Evidence of Learning
Teachers and Administrators	Content knowledge in different areas of District educator's certification or assignment	Completion of Graduate level coursework, obtaining a professionally related master's degree, District-approved in-service course, and/or professional conference/workshop
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		07/01/2022 - 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
Course(s)	As needed and allowed by contract		
Conference	once pending administrative approval		
Workshop(s)	once or more pending administrative approval		



## INCREASE TEACHING SKILLS BASED ON RESEARCH ON EFFECTIVE PRACTICES, WITH ATTENTION TO INTERVENTIONS FOR STRUGGLING STUDENTS

Audience	Topics to be Included	Evidence of Learning
Teachers and Paraprofessionals	Research-based effective teaching practices, Evidence-based instruction and intervention strategies for struggling students	Completion of Graduate level coursework, obtaining a professionally related master's degree, District-approved in-service course, and/or professional conference/workshop
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		07/01/2022 - 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
Course(s)	As needed and allowed by contract		
Conference	once pending administrative approval		
Workshop(s)	once or more pending administrative approval		

# IMPLEMENTING DIVERSITY, EQUITY, AND INCLUSION IN THE CLASSROOM

Audience	Topics to be Included	Evidence of Learning
Teachers, Administrators, and Paraprofessionals	Diversity, Equity, and Inclusion in the Classroom, Allyship	Completion of Graduate level coursework, obtaining a professionally related master's degree, District-approved in-service course, professional conference/workshop, and/or subject specific curriculum development work
Lead Person/Position		Anticipated Timeline
Assistant Superintendent		07/01/2022 - 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
Collaborative curriculum development	As needed	1f: Designing Student Assessments  1d: Demonstrating Knowledge of Resources  1c: Setting Instructional Outcomes	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
Course(s)	As needed and allowed by contract	1e: Designing Coherent Instruction  4e: Growing and Developing Professionally  4d: Participating in a Professional Community  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
Workshop(s)	As needed pending administrative approval	4e: Growing and Developing Professionally  1b: Demonstrating Knowledge of Students	Teaching Diverse Learners in an Inclusive Setting
Conference	As needed pending administrative approval	4e: Growing and Developing Professionally  1b: Demonstrating Knowledge of Students	

## **EVALUATION AND REVIEW**

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

A professional development needs assessment will be conducted annually. All professional development activities are evaluated by the participants and the results are tabulated. The District professional development committee will review the needs assessment, summary of the professional development evaluations, and the District professional development plan each year in March. The committee will review the professional development goals for the current year and evaluate participant feedback, participants' use of new knowledge and skills, participants learning, student outcomes, and attainment of competencies for each activity. The committee will also review the professional development goals for the upcoming year. Based on the needs assessment, the committee will evaluate and revise the plan for the upcoming school year regarding goals, delivery system, and specific activities planned. The evaluation of professional development activities and the plan will also be reviewed by building and district administrators through the administrative cabinet meetings.

## 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

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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