

WILSON AREA SD

2040 Washington Blvd

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

School District

120488603

2040 Washington Blvd, Easton, PA 18042

Amy Austin

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Dr Harrison Bailey III

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Steering Committee

Steering Committee

Name	Title	Committee Role	Appointed By
Alex Mindler	Supervisor of Curriculum and Instructional Technology	Administrator	Administration Personnel
Amy Austin	Director of Curriculum and Instruction	Administrator	Administration Personnel
Jen Burd	Parent	Parent of Child Attending	School Board of Directors
Molly Sunderlin	Board Member	Community Member	School Board of Directors
Johnathan Jones	Local Business Representative	Local Business Representative	School Board of Directors
Jan Krieger	Board Member	Community Member	School Board of Directors
Kevin Steidle	Principal	Administrator	Administration Personnel
Stephanie Arnold	Business Manager	Administrator	Administration Personnel
Linda Baskwell	Board Member	Community Member	School Board of Directors
Mike Browne	Teacher	High School Teacher	Teacher
Sarah Clarke	Parent	Community Member	School Board of Directors
Judy Herbstreith	Board Member	Community Member	School Board of Directors
Heather Dachiu	Teacher	Elementary Teacher	Teacher
Gail Gagner	Teacher	Middle School Teacher	Teacher
Heather Maginn	Teacher	Education Specialist	Education Specialist
Laura Samson	Administrator	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.

The Professional Development Committee will meet once per year as a whole group. At this meeting, the committee will review the professional development needs assessment, professional development evaluations, and other relevant data, as well as develop professional development plans for the upcoming school year. If needed, sub-committees will be developed to help plan and investigate future professional development.

Action Plans Steps from Comprehensive Plan

Using data and evidence-based instructional strategies to guide curriculum and instruction.

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. Utilize the Firefly benchmarking system in all tested subjects and prepare teachers for online testing. Implement Spring Math in grades 5 and 6. Following the research step, implement diagnostic common assessments in grades 3-8 in all PSSA and Keystone tested subjects that align with state standards. 	All classroom and special education teachers of PSSA and Keystone-tested courses; all elementary teachers, K-4; paraprofessionals	Analyzing PSSA, Keystone, and WIDA data; Spring Math implementation and data analysis; Firefly implementation and data analysis; Providing modifications and accommodations for EL students in core instruction; Diagnostic common assessment plan creation; Structured Literacy - science of reading	Informal and formal classroom observations; periodic data review, professional development staff survey,

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	08/18/2025 - 06/30/2028

Learning Format

Action 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	1-2 days per year	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 3d: Using Assessment in Instruction • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1c: Setting Instructional Outcomes • 2b: Establishing a Culture for Learning 	Teaching Diverse Learners in Inclusive Settings
Workshop(s)	1-2 days per year.	<ul style="list-style-type: none"> • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 2b: Establishing a Culture for Learning • 3d: Using Assessment in Instruction • 3c: Engaging Students in Learning 	Structured Literacy
Professional Learning Community (PLC)	K-6 (biweekly and monthly data meetings); 9-12 (department meetings); 7-8 (monthly at grade level meetings)	<ul style="list-style-type: none"> • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes 	Teaching Diverse Learners in Inclusive Settings

Increase student engagement of all students

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Increase conversation and active engagement during classroom instruction. Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures. 	All classroom and special education teachers, K-12; specialists, EL teachers, and interventionists, K-12; paraprofessionals	EL modifications and accommodations in core instruction, questions/discussion and collaborative learning, active learning, real-world connections, trauma-informed practices	Informal and formal classroom observations; professional development staff survey; PAYS survey data; PSSA/Keystone data review

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	08/01/2025 - 10/30/2027

Learning Format

Action 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	2-4 days total	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of Students 2a: Creating an Environment of Respect and Rapport 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 	Teaching Diverse Learners in Inclusive Settings
Professional Learning Community (PLC)	monthly	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 3b: Using Questioning and Discussion Techniques 3a: Communicating with Students 	Teaching Diverse Learners in Inclusive Settings

Individualize learning for each student's strengths, needs, skills, and interests.

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. Create and implement a plan for K-4 EL students to receive instruction at their home school. 	All K-4 teachers and paraprofessionals	Modifications and accommodations for EL and learning support students in the inclusion setting; family communication, IEP document interpretation, understanding EL levels and LIEPs, Trauma-informed practices, Language and Literacy,	Informal and formal classroom observations; professional development staff survey; WIDA ACCESS data review

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	08/01/2025 - 10/30/2027

Learning Format

Action 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	2-4 days total	<ul style="list-style-type: none"> 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 3a: Communicating with Students 	Teaching Diverse Learners in Inclusive Settings
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly	<ul style="list-style-type: none"> 3a: Communicating with Students 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1f: Designing Student Assessments 1e: Designing Coherent Instruction 	Language and Literacy Acquisition for All Students
Inservice day	1 hr/year	<ul style="list-style-type: none"> 1b: Demonstrating Knowledge of 	At Least 1-hour of Trauma-informed Care

		Students <ul style="list-style-type: none"> • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness 	Training for All Staff
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Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion.

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> • Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. • Create and implement a plan for K-4 EL students to receive instruction at their home school. • Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures. 	All K-4 teachers and paraprofessionals; 5-12 teachers and paraprofessionals	Modifications and accommodations for EL and learning support students in the inclusion setting; family communication, IEP document interpretation, understanding EL levels and LIEPs, Professional Ethics, Common Ground practices	Informal and formal classroom observations; professional development staff survey; WIDA ACCESS data review; PSSA/Keystone data review, PAYS data

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	08/01/2025 - 10/30/2027

Learning Format

Action 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	2-4 days total	<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students 	Common Ground
Learning walk	bi-monthly	<ul style="list-style-type: none"> • 3a: Communicating with Students • 2d: Managing Student Behavior • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	Teaching Diverse Learners in Inclusive Settings
Inservice day	1 time	<ul style="list-style-type: none"> • 4f: Showing Professionalism • 4c: Communicating with Families • 4b: Maintaining Accurate Records • 3a: Communicating with Students 	Professional Ethics

Develop and implement rigorous, high quality curriculum that meets the PA Standards.

Action Plans Steps from Comprehensive Plan

Action Step	Audience	Topics to be Included	Evidence of Learning
<ul style="list-style-type: none"> • Align all classroom assessments in grade levels with tested subjects to state standards. 	3-8 ELA, Math, and Science teachers, HS Keystone subject teachers	Review of PA Standards and STEELS, curriculum alignment and review, assessment review and creation, SAS assessment utilization	Local assessment data, PSSA/Keystone data

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	08/01/2025 - 06/30/2028

Learning Format

Action Plans Steps - Learning Format

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
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Inservice day	2-4 days	<ul style="list-style-type: none">• 1f: Designing Student Assessments• 3d: Using Assessment in Instruction• 1a: Demonstrating Knowledge of Content and Pedagogy	Teaching Diverse Learners in Inclusive Settings
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Other Professional Development Activities

Mandated Reporting

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All school administrators, teachers, paraprofessionals, and support staff	Roles and responsibilities of mandated reporter, employee expectations, how to report	Successful completion of training modules

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction	08/19/2025 - 06/30/2025

Learning Format

Action 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	3 hours every 5 years	<ul style="list-style-type: none"> 4f: Showing Professionalism 	

School Safety

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All school administrators, teachers, and paraprofessionals; Act 55- all staff	Act 55 School Safety training topics, ALICE procedures, Trauma-informed, mental health, suicide awareness and prevention, bullying awareness and prevention, substance use awareness, threat recognition and response, CPR (MERT team and bus drivers), Tact 2 response	Successful completion of Act 55 trainings, ALICE certification, suicide awareness and bullying training, CPR and Tact-2 training; implementation of trauma-informed and threat response practices and all other strategies from trainings.

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction	08/19/2025 - 06/30/2028

Learning Format

Action 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	1 time per year for each topic for the required number of hours	<ul style="list-style-type: none"> 4f: Showing Professionalism 4e: Growing and Developing Professionally 	

PSSA and Keystone Test Security

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
DAC's, SAC's, and all test administrators	Roles and responsibilities in regards to test assessments	Completion of the online and in person training; proper administration of state testing

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction	10/01/2025 - 06/30/2028

Learning Format

Action 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	1 time per year	<ul style="list-style-type: none"> 4f: Showing Professionalism 	

Epi-pen Training

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
Teachers, school building administrators, and bus drivers	Proper administration of EpiPen	Completion of training and follow-up with school nurse

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction	08/19/2025 - 06/30/2028

Learning Format

Action 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	1 time every 2 years	<ul style="list-style-type: none"> 4f: Showing Professionalism 	

Instructional Strategies, Content Knowledge, and Classroom Management

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-12 teachers	Instructional strategies, explicit instruction, content knowledge, the science of reading, classroom management	Implementation of learned practices from trainings

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

Lead Person/Position	Anticipated Timeline
Amy Austin, Director of Curriculum and Instruction	08/01/2025 - 06/30/2025

Learning Format

Action 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)	As allowed by contract	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
Conference	As approved by administration	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	
Workshop(s)	As approved by administration	<ul style="list-style-type: none"> 4e: Growing and Developing Professionally 	

Structured Literacy

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All K-4, special ed, EL, reading specialists, and middle level certified teachers.	Structured literacy - science of reading, LETRS, Acadience and progress monitoring, MTSS, and individual goal setting.	Classroom observations- formal/informal, Acadience data, MTSS program/process evaluation.

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

Lead Person/Position	Anticipated Timeline
Dr. Alex Mindler	06/30/2025 - 06/30/2028

Learning Format

Action 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)	1-2 days per year	<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 	Structured Literacy

		<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction 	
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Professional Ethics

Action Plans Steps from Comprehensive Plan

Audience	Topics to be Included	Evidence of Learning
All professional and support staff	PA Code of Professional Practice and Conduct and the PA Educator Discipline act. Responsibility to the profesions; professional competence; responsibility for students and the school community; responsible and ethical use of technology.	Evaluations, feedback, and classroom observations.

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

Lead Person/Position	Anticipated Timeline
Asst. Superintendent	06/30/2025 - 06/30/2028

Learning Format

Action 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	1 day per year	<ul style="list-style-type: none"> • 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records • 4c: Communicating with Families • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4f: Showing Professionalism 	Professional Ethics

Professional Development Plan Assurances

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
When is the first year the LEA will offer Structured Literacy Training to the staff?	2024-2025
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)? The structured literacy training will include principals and assistant principals in additon to the required certifications.	
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.

A professional development needs assessment will be conducted annually. All professional development activities are evaluated by the participants and the results are tabulated. The WASD Professional Development Committee will review the needs assessment, professional development evaluations, and the WASD professional development plan each year in the Spring. The committee will review the professional development goals for the current year and upcoming year and evaluate participant feedback, participants' use of new knowledge and skills, participants' learning, student outcomes, and attainment of competencies for each activity. Based on the needs assessment, the committee will evaluate and revise the plan for the upcoming school year regarding goals, delivery system, and activities. The evaluation of professional development activities and the plan will additionally be reviewed by building and district administrators throughout the year at 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.

Amy Austin

Professional Education Committee Chairperson:

06/09/2025

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.

John Martuscelli

Superintendent or Chief Administrative Officer:

03/04/2025

Date