

WESTERN WAYNE SD

1970C Easton Turnpike

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

Western Wayne School District

119648903

1970 Easton Turnpike, Lake Ariel, PA 18436

Cynthia A LaRosa

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Matthew Barrett, Ed.D.

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STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Matthew Barrett, Ed.D.	Superintendent	Administrator	School Board of Directors
Cynthia A. LaRosa, Ph.D.	Assistant Superintendent	Administrator	School Board of Directors
Jennifer DeNike, Ed.D.	Director of Special Education	Administrator	Administration Personnel
Katie Shemanski Moro, Psy.D.	Supervisor of Pupil Personnel	Administrator	Administration Personnel
Justin Pidgeon	EverGreen Elementary Principal	Administrator	Administration Personnel
Elizabeth Watson	Robert D. Wilson Principal	Administrator	Administration Personnel

Name	Title	Committee Role	Appointed By
Casey Newcomer	Middle School Principal	Administrator	Administration Personnel
Paul Gregorski	High School Principal	Administrator	Administration Personnel
Joyce Covaleski	Teacher	K-12 Teacher	Teacher
Denise Johnson	School Nurse	Education Specialist	Education Specialist
Summer Klikus	Teacher	K-12 Teacher	Teacher
Andrew McCaffery	Teacher	K-12 Teacher	Teacher
Helene Tscheschlog	Teacher/ Parent	Parent of Child Attending	Teacher
Kelly Vinton	Teacher	Education Specialist	Education Specialist
Melinda Maros	Parent/ Business Owner	Local Business Representative	Administration Personnel
Melissa Williams	Teacher	K-12 Teacher	Teacher
Scott Williams	School Counselor	Education Specialist	Education Specialist
Jamie Collins	Board Member/Community	Community Member	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.

The Continuing Professional Education (CPE) committee meets at least six (6) times per school year. The administrative team meets more frequently to gather and review necessary data for the comprehensive plan.

ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

STRUCTURED LITERACY IMPLEMENTATION

Action Step	Audience	Topics to be Included	Evidence of Learning
Structured Literacy training for all pre-K through eighth grade teachers and other required professional staff.	All applicable professional staff.	Structured Literacy Theory and Practice	ELA/Literature scores increase as demonstrated by local and statewide assessment data.

Lead Person/Position	Anticipated Timeline
District and Building Administration	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
Inservice day	Quarterly		Structured Literacy

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

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?

2025-
2026

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 district will develop a Structured Literacy Plan during the summer of 2025.

Is the LEA using or planning to implement Structured Literacy (Select One)?

Hybrid, Structured Literacy components integrated into reading program.

EVALUATION AND REVIEW

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

Continuing Professional Education (CPE) committee members will review the plan at the beginning, middle, and end of each school year to monitor progress, and review student achievement and growth outcomes on local and state assessments. The district will conduct teacher observations to observe participants' use of new knowledge and skills in the classroom. The CPE committee will distribute surveys to measure participants' learning and ongoing needs.

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.

Cynthia A. LaRosa, Ph.D.

02/05/2025

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.

Matthew Barrett Ed.D

02/05/2025

Superintendent or Chief Administrative Officer:

Date