

**Marathon Central School District  
Marathon, NY**

**PROFESSIONAL LEARNING PLAN  
July 1, 2019 - June 30, 2022**



**Marathon CSD Mission**

Embrace \* Educate \* Empower

**Vision**

The Marathon Central School District will excel at graduating citizens who are college and career ready and able to pursue unlimited possibilities locally and globally.

## Marathon Central School District Professional Learning Plan

District Name           Marathon Central School District  
 BEDS Code             110901040000  
 Superintendent        Mrs. Rebecca Stone  
 Address                 1 Park Street, Marathon, NY 13803  
 Phone                  (607) 849-3117   FAX (607) 849-3535

### Professional Learning Team Composition

Superintendent	1
District Curriculum Director	1
District Director of Special Education	1
Marathon Principals Association	2
Marathon Teachers Association	11
Marathon Support Staff Association	1
Marathon Parent/Teacher/ Student Association	1
Marathon Mentoring Coordinator	1
Higher Education Institution	1

### Professional Learning Team Membership

Superintendent	Rebecca Stone
District Curriculum Director	Kathleen Hoyt
District Director of Special Education	Christopher Leins
Marathon Principals Association	Jonathan Hillis, Joshua Martin
Marathon Teachers Association	Sandi Jennison, John Lawrence, Karen Eaton, Ashley Wirges, Thomas Mullins, Gerri-Ann Hartnett, Patti Trabucco, Lynne Ryan, Trish Hayes, Tricia Ludden, Gail O'Donnell
Marathon Support Staff Association	Karen Williams
Marathon Parent/Teacher/Student Association	Dan McConnell
Marathon Mentoring Coordinator	Kathleen Hoyt
Higher Education Institution	Christine Uliassi

**If school teams are not represented on the district professional learning team, describe briefly how the district plan will ensure that the needs of schools in the district are met:**

The District Professional Learning Planning Team consists of 19 members. This committee has representatives from all buildings and all stakeholder groups.

**Scope of Professional Learning Team Responsibility:**

The professional development team will collaborate in:

- Goal setting - aligned to the Board of Education and the 5 year Strategic Plan for the District.
- Needs analysis - based on quantitative and qualitative information of student achievement data and student/staff feedback (surveys).
- Planning and development of researched based professional development and activities.
- Plan implementation
- Evaluation and modification of the plan for annual Board of Education approval.
- Resource Allocation
- Mentoring Program
- Development of the District Professional Learning Plan

**NYSED PART 100.2 PROFESSIONAL LEARNING PLAN PURPOSE**

The purpose of the Marathon CSD Professional Learning Plan is to improve the quality of teaching and learning by ensuring all teachers and staff participate in substantial professional development in order that they remain current with their profession and meet the culturally appropriate and responsive learning needs of their students. This plan also ensures that holders of Level III teaching assistant certificates and that substitute teachers who work on a long-term basis are provided the opportunity to participate in the professional development program of the district. Finally, this plan recognizes that all teachers, school leaders, teaching assistants, and staff need to participate in professional development to implement the best professional strategies to maximize student achievement and learning.

**PROFESSIONAL LEARNING TIME ANALYSIS**

**On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.**

	State Required Hours over 5 years	Average Hours Over Each Year	Hours Over the Term of the PDP Plan
Teachers and Long Term Substitute Teachers	100	21	63
Teaching Assistants Level III	100	21	63

The District will provide professional development on an annual basis through the following venues:

- Board of Education approved staff development days during school hours
- Professional development release time during school hours
- Professional development opportunities after school hours
- Summer staff development
- Out of district professional development
- Professional Development Committee sponsored conferences

### **PROFESSIONAL LEARNING RECORD RETENTION**

The district will maintain a record of the professional development for all staff according to the State set guidelines on record retention and as defined in the 100.2 General School Requirements. Additionally, the new law requires, commencing with the 2016-2017 school year, that holders of a professional certificate in the classroom teaching service or educational leadership service and holders of a Level III Teaching Assistant certificate (but not holders of permanent certificates) who are practicing in a New York public school or board of cooperative educational services (BOCES) to complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five year registration period.

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition addressing the need of English language learners, the sponsor's name and any identifying number, attendance verification, and the date and location of the program. Such records shall be retained for at least three years from the end of the registration period in which the CTLE was completed and shall be available for review by the Department upon request. Completion certificates are not to be submitted to the Office of Teaching Initiatives unless they are requested.

The responsibility of the district to report completed CTLE activities relates to its status as a sponsor. As an approved sponsor, the district will upload, through the online TEACH system, information related to CTLE programs and activities provided to certificate holders. This information shall include: participants, number of hours provided, and the type of CTLE programs or activities provided. All approved sponsors will be required to provide those who attend CTLE activities with a certificate of completion for purposes of record-keeping, and as required by the statute.

### **PROFESSIONAL LEARNING PLAN NEED/DATA ANALYSIS**

**Describe how the professional learning plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.**

The Marathon Central School District has developed a three-year long-range professional learning plan that will be reviewed annually by the District Professional Learning Team and approved by the Board of Education annually. This plan is aligned to the district Strategic Plan and the Board of Education Goals. Our Professional Development will provide opportunities to increase and maintain knowledge and skills of best practices which will lead to increasing student achievement by providing training to:

- Embrace all children by promoting a welcoming climate to increase the student's personal academic achievement.
- Educate students by teaching skills relating to real life and monitoring data, taking action, and re-aiming when necessary.
- Empower students by supporting student's individual goals.

**Describe how the professional learning plan is continuous, reflecting a multi-year approach to improve student performance.**

The Marathon Central School District has developed a three-year long-range professional learning plan. The 2019-2022 plan provides the support to ensure continued increased student achievement as designated in the District Strategic Plan and Board of Education Goals.

**NEEDS ASSESSMENT SOURCES**

District and School Report Cards	BEDS Data
District and School Accountability Reports	Student Attendance Rate
Graduation Rate	Drop Out Rates
Special Education Report (Chapter 655)	Teacher Retention APPR Data
Regents Diploma/Advanced Designation Diploma Rates	AIMS Web Plus Data
VADIR Report/DASA Professional Development Hours	STAR Data
Fountas & Pinnell Data	Results First Data

**NEW YORK STATE ENSURING CONSISTENT HIGH QUALITY PROFESSIONAL LEARNING**

New York State's Professional Learning Standards provide a blueprint for high-quality professional learning for all educators to improve instruction and student achievement. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with New York State Learning Standards and are based on an analysis and adaptation of the National Staff Development Council's Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Learning Standards are based on fundamental knowledge about contextual factors from converging research about effective professional learning and its ultimate impact on student learning. Attributes of effective professional learning include the following:

- Effective professional learning fosters a culture of continuous improvement for all engaged in the learning endeavor. Practices address the needs of professionals throughout their careers and embrace other stakeholders as participants in learning. Activities are evaluated both for effectiveness and impact on student learning.
- Effective professional learning is that which improves the learning of all students, including those with different educational needs, learning styles, and incremental abilities, and those from diverse cultural and linguistic backgrounds.
- Professional learning is most effective when there are clear research-based expectations for what teachers should know and be able to do to support student learning. These expectations are reflected in the New York State Code of Ethics for Educators, district Professional Learning Plans, Annual Professional Performance Reviews, and Commissioner's Regulations related to teacher preparation and certification. They are also enumerated and reflected in collective bargaining agreements, job descriptions and assignments, performance appraisal systems, systems of rewards and incentives for teachers, and in the design and content of teacher professional learning.
- Professional learning is most effective when it takes place in professional learning communities. These learning communities might take various forms, but they are all characterized by ongoing learning. They encourage individual and collaborative exploration, practice, and reflection. They foster collegiality and problem solving, and they emphasize continuous improvement in classrooms and schools.
- Professional learning is most effective when there is collaborative leadership and shared responsibility for improving teaching and learning. Collaborative leadership for professional learning recognizes that the pursuit of excellence is never-ending and embraces the individual and collective goals and talents of teachers, paraprofessionals, parents, school administrators, school boards, district and state staff, institutions of higher education, unions, and other stakeholders.
- Professional learning is most effective when it is job embedded, directly relevant to classroom practice, provided over time, and when it provides opportunity for practice of new strategies, time to reflect on changes, and time to integrate new learning into the teaching practice.
- Professional learning is most effective when adequate resources are provided. Resources include money, people, and time. Resources necessarily come from a variety of sources, and must be sufficiently sustained over time to insure the full impact of professional learning. Resources are adequate when they ensure that all educators can study, practice, reflect, receive feedback on practice, and implement knowledge and skills necessary to be effective with their students and others.

## **NEW YORK STATE STANDARDS FOR HIGH QUALITY PROFESSIONAL LEARNING**

1. **Designing Professional Learning:** Professional learning design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional learning expands an educator's content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional learning is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional learning ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional learning ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional learning ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional learning ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
8. **Data-driven Professional Practice:** Professional learning uses disaggregated student data and other evidence of student learning to determine professional learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. **Technology:** Professional learning promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional learning is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

## Professional Learning Plan Implementation

### GOAL 1: Promote a welcoming climate

Objectives	Professional Development Opportunities	Key Measures
<p><b>District:</b></p> <ul style="list-style-type: none"> <li>● Survey students, faculty, staff and community members through multiple measures. “How can Marathon promote a welcoming environment?”</li> <li>● Create four welcoming events based on feedback from the surveys listed above. (2 year implementation.) Events may be building specific.</li> <li>● Gain feedback after each event.</li> <li>● Create a change that makes a daily impact on students throughout the year to help all feel welcome. (2 year implementation)</li> </ul>	<ul style="list-style-type: none"> <li>● Supporting Students with Mental Health and Behavioral Challenges</li> <li>● DASA (Dignity for All Students Act) Training</li> <li>● Child Abuse Reporting Procedures Training</li> <li>● Sexual Harassment Training</li> <li>● School Violence Prevention and Security Training</li> <li>● Training and professional development through Cortland County Law Enforcement Agencies</li> <li>● Professional development topics related to promoting and supporting positive student behavior</li> <li>● Nonviolent Crisis Intervention Training</li> <li>● Responsive classroom training and refreshers</li> <li>● Youth Mental Health First Aid Training</li> <li>● District Mentor Training</li> <li>● District New Teacher Orientation Training</li> </ul>	<ul style="list-style-type: none"> <li>● Provide support for all students that are not connected to school</li> <li>● Provide all students enduring a mental health issue or suffering from trauma with the necessary supports</li> <li>● Increase the number of students that identify that they have positive mutual relationships at school</li> <li>● Increase the number of students that enjoy being at and involved in school activities</li> <li>● Professional staff intervene when necessary and take proactive steps to educate students about their own rights and responsibilities with regard to bullying, sexual harassment, and making positive healthy choices</li> </ul>

### GOAL 2: Teach skills related to real life

Objectives	Professional Development Opportunities	Key Measures
<p><b>Appleby Elementary:</b></p>	<ul style="list-style-type: none"> <li>● Differentiated instruction</li> <li>● K-12 Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>● Improved student achievement</li> </ul>

<ul style="list-style-type: none"> <li>Each month a life skills topic will be offered for all UPK – 6<sup>th</sup> grade students (topics may include 911, identify potentially dangerous situations, CPR, and basic first aid)</li> </ul>	<p>School Counseling and Guidance Plan implementation</p> <ul style="list-style-type: none"> <li>Training and professional development through Cortland County Agencies</li> <li>Curriculum Integration</li> <li>NYSCATE Conference</li> <li>Other current and/or future technological opportunities</li> <li>Other Topics Related to the District Goals, BOE Goals and Needs Assessment</li> <li>Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for students to display their creativity and innovation in learning experiences</li> </ul>
<p><b>Marathon Junior/Senior High School:</b></p> <ul style="list-style-type: none"> <li>All 7-12 students will have access and know the courses available to them beyond graduation requirements. (Baseline for 19-20).</li> <li>Increase the number of 9-12 grade students taking elective courses outside their graduation requirements by 5%. (20-21)</li> <li>Possibly teach one life skill topic of the month (10<sup>th</sup> period with outside people teaching- connection with the community)</li> </ul>	<ul style="list-style-type: none"> <li>NYS School Counselors Association meetings and conferences</li> <li>American School Counselor Association (ASCA) National Conference</li> <li>Annual NYS Middle School Association Middle-Level Institute</li> <li>NYS School Counselors Association meetings and conferences</li> <li>K-12 Comprehensive School Counseling and Guidance Plan implementation</li> <li>FFA State Convention</li> <li>National Association Agricultural Educators (NAAE)</li> <li>National FFA Convention</li> <li>212/360 Leadership Conference</li> <li>Differentiated Instruction</li> <li>Curriculum Integration</li> <li>NYSCATE Conference</li> <li>Other current and/or future technological opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Increase number of students accessing the electronic version of the course catalog at home, through the district's website, and the hard copy in the library</li> <li>Increase the number of students taking elective classes and fewer number of study halls</li> <li>Improved student achievement</li> <li>Opportunities for students to display their creativity and innovation in learning experiences</li> </ul>

	<ul style="list-style-type: none"> <li>• Other Topics Related to the District Goals, BOE Goals and Needs Assessment</li> <li>• Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment</li> </ul>	
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**GOAL 3: Results First Goals**

Objectives	Professional Development Opportunities	Key Measures
<p><b>District:</b></p> <ol style="list-style-type: none"> <li>1. <b>Graduation Rates:</b> (7-12) Continue to have a building graduation rate that exceeds 90%.</li> <li>2. <b>Attendance:</b> (UPK-12) No more than 10% of the student body will be chronically absent within each building.</li> <li>3. <b>Course Failure:</b> (4-12) decrease the percentage of students who are failing one or more courses building wide by 10%.</li> <li>4. <b>State Test:</b> <ol style="list-style-type: none"> <li>a. Increase proficiency (65% or higher/level 3, 4 or 5) in each course by 10% within the given cohort.</li> <li>b. Increase mastery (85% or higher/college credit/level 4 or 5) in each course by 10% within the given cohort/exam.</li> </ol> </li> <li>5. <b>ELA:</b> (UPK-6) increase the number of students collectively UPK-6th who are reading and</li> </ol>	<ul style="list-style-type: none"> <li>• Curriculum development and alignment to the Next Generation ELA, math, and science standards, the NYS K-12 Social Studies Framework, and The Arts standards</li> <li>• NYS 3-8 ELA and Math Data Analysis</li> <li>• Results First data analysis and meetings with consultants</li> <li>• Effective Co-teaching Practices</li> <li>• IEP Writing: NYS Performance Plan (SPP) Indicator #13 Training</li> <li>• The Science of Learning to Read- Comprehension and Decoding Strategies for Struggling Readers</li> <li>• LETRS Training</li> <li>• Houghton Mifflin Harcourt Textbook Training</li> <li>• Houghton Mifflin Harcourt Professional Development</li> <li>• Differentiated Instruction</li> <li>• BOCES Leadership Network meetings (ELA, math, science, social studies, mental health,</li> </ul>	<ul style="list-style-type: none"> <li>• Improved student academic achievement</li> <li>• Increase in high school graduation rate</li> <li>• Decrease in the number of students who are chronically absent</li> <li>• Increase in student proficiency on state assessments</li> <li>• Increase in the number of students reading on or above grade level</li> <li>• Opportunities for students to display their creativity and innovation in learning experiences</li> <li>• Increase the number of staff members who participate in professional development opportunities</li> </ul>

<p>writing at grade level or have made a year's worth of growth by 10% by the end of the school year (UPK-6). * Writing data will be baselined during 2019-2020.</p> <p>6. <b>Math:</b> (UPK-8<sup>th</sup>) increase mastery (85%) of math facts collectively UPK-8th by 10% (spring 2019 to spring 2020).</p>	<p>and the arts)</p> <ul style="list-style-type: none"> <li>● Regional BCIC, principal, and superintendent meetings</li> <li>● ESSA Training</li> <li>● District booktalks</li> <li>● Other Topics Related to the District Goals, BOE Goals and Needs Assessment</li> <li>● Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment</li> </ul>	
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**GOAL 4: Supporting student's individual goals**

Objectives	Professional Development Opportunities	Key Measures
<p><b>District:</b></p> <ul style="list-style-type: none"> <li>● Students will understand and practice the process of individual goal setting, creating action steps, self-evaluation and re-aiming (if needed).</li> <li>● Goals will be reasonable, but something students have to work for. Look to explore the use of older students and community members as goal setting mentors.</li> </ul>	<ul style="list-style-type: none"> <li>● Professional development topics related to promoting and supporting positive student behavior, mental health, social emotional development, college/career readiness, and academic skills</li> <li>● K-12 Comprehensive School Counseling and Guidance Plan implementation</li> <li>● Growth Mindset- Shaping Student Mindsets workshop</li> <li>● District booktalks</li> <li>● Results First data analysis and meetings with consultants</li> </ul>	<ul style="list-style-type: none"> <li>● Improved student academic achievement</li> <li>● All students complete the goal setting process at least once during the year.</li> <li>● Increase in faculty, staff, and community who model the goal setting process and help students develop a growth mindset.</li> </ul>

## **Mentoring Program Goals**

The Marathon Central School District Mentor Program follows a non-evaluative model. Supervision of non-tenured teachers is the sole responsibility of the administration. The formal association between a mentor and his/her mentee lasts one year. Depending upon budget considerations and the needs of the non-tenured teacher(s), the formal mentor/mentee relationship may continue through a second year. Even where a formal relationship is not possible or needed in the second year, our hope and expectation will be that the mentor and mentee may continue their relationship beyond the first or second year. In certain unusual cases it may be best to start a second year with a new mentor, and this option may be considered.

The purpose of the mentoring program shall be to provide support for new teachers in order to ease the transition from teacher preparation to practice, thereby increasing retention of teachers in the Marathon Central School District, and to increase the skills of new teachers in order to improve student achievement in accordance with the NYS Next Generation Learning Standards.

- The mentee will be self-reliant in administering to “housekeeping” tasks
- The mentee will be self-reliant in classroom management
- The mentee will be confident and feel comfortable in asking questions of all staff members
- The new staff member will fully feel part of the professional community and the District family

The mentoring program promotes professional goals and is comprised of the following elements:

### **Mentor Selection Procedure:**

Acting as a mentor is a privilege that requires great understanding and responsibility. Participation as a mentor is voluntary. Administration will directly invite individuals to be mentors, using the following to guide their decisions regarding prospective mentors:

- Experience in teaching and knowledge of teaching technique.
- Skill with collegial, student, and parent relations.
- Understanding of community culture.
- Understanding of the mission of the school district.
- Understanding of this document and program.

### **Role of the Mentor:**

The mentor’s role is one of guidance and support. Information emerging from mentoring activities and the mentor relationship is confidential except:

- Where withholding the information would pose a danger to the life, health, or safety of the students or school staff.
- Where information emerges that the teacher has been convicted of a crime.
- Where information emerges that raises a reasonable question regarding the new teacher's moral character.

The mentor can fulfill a variety of roles for the mentee: guide, advocate, confidante, subject expert, "critical friend", champion, and reflective partner. Potential areas of guidance could include:

- Classroom management skills
- Grading policies and practices
- School rules and routines
- School and community culture
- Facilitating development of other supportive relationship within the school
- Background on individual students
- Lesson planning and time management
- Homework
- Special education considerations
- Legal considerations
- Share teaching strategies and information about the instructional process
- Share ideas for interacting positively with parents as a whole and in one-to-one situations
- Give guidance regarding discipline, scheduling, planning, and organizing
- Assist the mentee with the physical setting of the classroom
- Allow the mentee to visit his/her classroom to view lessons and discuss them
- Visit the mentee's classroom to collect data that the mentee requests and share that data with the mentee in a non-evaluative way
- Promote self-reflection and self-analysis by the mentee
- Assist the mentee in setting goals
- Advocate for the mentee
- Counsel the mentee when difficulties arise and offer support through listening
- Model professionalism

The Mentor is also expected to do the following:

- Participate in workshops and training sessions offered by the Mentoring Program
- Support the mentee in completing the Mentoring Activity Sheet and forward it to the Mentoring Coordinator at the end of the school year

### **Role of the Mentee:**

The wealth of knowledge that can be gained through regular conversation and guidance from an experienced professional teacher will be invaluable to the mentee. This relationship is intended to provide the mentee with an opportunity for trial and error, for the collegial exchange of skills, experience and knowledge that will insure a successful teaching experience. The mutual respect and opportunity for reflection is the foundation of our mentor/mentee relationship. The

mentee will possess a willingness to "try a different approach." He/she will know how to gather and evaluate data related to that approach and to draw conclusions regarding its effectiveness.

### **Mentor Training & Preparation:**

The district will provide a cooperatively designed mentor training program for all first time mentors. Returning mentors will not need to repeat the initial training unless substantial revisions have been made in the Commissioner's Regulations or in the district Mentor/Mentee Program. Training may include, but is not limited to: adult learning theory, teacher development theory, program goals, elements of a mentoring relationship, peer coaching, and time management. Types of mentoring activities may include, but are not limited to: modeling instruction for the new teacher, observing instruction, joint lesson planning, coaching and reflection activities, instructional planning with the new teacher, peer coaching, team teaching, and orienting the new teacher to the school culture.

### **Mentoring Activities:**

Time will be identified each year prior to the commencement of mentor/mentee activities to formally address mentor-training issues. These activities may include:

- If possible, the mentor will attend the New Teacher Orientation (or luncheon). This orientation is traditionally held at the end of August each year.
- The mentor will participate in an initial district sponsored mentor training program. Returning mentors need not repeat the training unless substantial revisions have been made in the Commissioner's Regulations or in the district's Mentor/Mentee Plan.
- Mentors and their mentees will meet informally through meetings during common planning time, before or after school. In addition, all participants in the mentor program will meet on a bi-monthly schedule to be published at the beginning of each school year.
- Visitation of the mentee's classroom by the mentor. Within reason, the district will provide mentors and mentees with release time for classroom observations and/or consultations. Again within reason, the district will attempt to coordinate schedules of mentors and mentees to facilitate meetings.
- Visitation of the mentor's or other teachers' classrooms by the mentee. The mentor will assist in the arrangement of these opportunities and be involved in follow-up discussion.
- The mentor/mentee will record the dates and activity descriptions of mentor/mentee interactions. This information will become part of the official record of the required mentor experience. This record will be retained by the school district.
- Mentors and mentees will participate in a mid-year UPK-12 mentee experience intended to bring all participants together to celebrate and share experiences of the first semester of the school year. A year end UPK-12 conclusion to the mentor/mentee experience will also be planned.