

**Marathon Central School District
Marathon, NY**

**PROFESSIONAL LEARNING PLAN
July 1, 2022 - June 30, 2025**



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.

BOE Approved: June 22, 2022
Updated: October 15, 2022
Updated: June 6, 2023
BOE Approved: June 21, 2023

Marathon Central School District Professional Learning Plan

District Name Marathon Central School District
 BEDS Code 110901040000
 Superintendent Mr. Andy Buchsbaum
 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	Andy Buchsbaum
District Curriculum Director	Kathleen Hoyt
District Director of Special Education	Christopher Leins
Marathon Principals Association	Jonathan Hillis, Jamie Coppola
Marathon Teachers Association	Sandi Jennison, John Lawrence, Dianne Brown, Ashley Wirges, Tammy McDougal, Brittany Morse, Patti Trabucco, Carrie Mack, Trish Hayes, Tricia Ludden, Gillian McEvoy
Marathon Support Staff Association	Ashley Howe
Marathon Parent/Teacher/Student Association	Dan McConnell
Marathon Mentoring Coordinator	Kathleen Hoyt
Higher Education Institution	Kimberly Rombach

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
Professional certificate in classroom teaching	100	21	63
Professional certificate in educational leadership	100	21	63
Teaching Assistant Level III certificate	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. The district will maintain records of the CTLE awarded for eight years after the date of CTLE completion, and the district will provide a CTLE certificate of completion form to educators.

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 2022-2025 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
Results First Data	

CTLE LANGUAGE ACQUISITION REQUIREMENT

A CTLE certificate holder who holds a professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Part, shall be required to complete a minimum of 50 percent of the required CTLE

clock hours in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. All other CTLE certificate holders must complete a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such English language learners; and (iii) for a CTLE certificate holder who holds a level III teaching assistant certificate, a minimum of 15 percent of the required CTLE clock hours shall be dedicated to language acquisition addressing the needs of English language learners and integrating language and content instruction for such English language learners.

Exemption or modification of language acquisition requirements

For a teacher or school leader who is employed by an applicable school with an approved exemption pursuant to section 154-2.3(k) of this Title because there are fewer than 30 English language learner students enrolled or English language learners make up less than 5 percent of the applicable school's total student population as of a date as established by the commissioner, the teacher or school leader shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in an applicable school with an approved exemption. (ii) A school district business leader who is employed by an applicable school shall be exempt from the language acquisition CTLE requirements prescribed in this subdivision for each such year that they are employed in a school district or BOCES. Instead, a school district business leader shall complete a minimum of 15 percent of the required CTLE clock hours dedicated to the needs of English language learners and Federal, State and local mandates for English language learners.

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>District:</p> <ul style="list-style-type: none"> ● Promote district wide communication and a welcoming environment 	<ul style="list-style-type: none"> ● Supporting Students with Mental Health and Behavioral Challenges ● DASA (Dignity for All Students Act) Training; Child Abuse Reporting Procedures Training; Sexual Harassment Training; School Violence Prevention and Security Training (these activities do not award CTLE hours) ● Title IX Officer/Coordinator Training ● Dignity Act Coordinator Training ● Training and professional development through Cortland County Law Enforcement Agencies ● Professional development topics related to promoting and supporting positive student behavior ● Nonviolent Crisis Intervention Training ● Responsive classroom training and refreshers ● Beginning a Professional Learning Community (PLC) ● Making Room for Ourselves as Learners & Advocates ● Youth Mental Illness Workshop ● Acknowledging and Moving Beyond Our Bias ● Motivating, Engaging, and Inspiring Hard to Reach & Uninterested Students ● Introduction to Responsive 	<ul style="list-style-type: none"> ● Provide support for all students that are not connected to school ● Provide all students enduring a mental health issue or suffering from trauma with the necessary supports ● Increase the number of students that identify that they have positive mutual relationships at school ● Increase the number of students that enjoy being at and involved in school activities ● Increase the number of students and staff who feel safe, valued, respected, and included in our school community. ● 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

	<p>Classroom</p> <ul style="list-style-type: none"> ● Educational Equity in Rural Schools ● Self Care for Educators ● Emotion Regulation: Strategies for Educator and Student Success ● District Mentor Training ● District New Teacher Orientation Training 	
--	---	--

GOAL 2: Teach skills related to real life

Objectives	Professional Development Opportunities	Key Measures
<p>Appleby Elementary:</p> <ul style="list-style-type: none"> ● Each month a life skills topic will be offered for all UPK – 6th grade students (topics may include 911, identify potentially dangerous situations, CPR, and basic first aid) 	<ul style="list-style-type: none"> ● Differentiated instruction ● K-12 Comprehensive School Counseling and Guidance Plan implementation ● Training and professional development through Cortland County Agencies ● Acknowledging and Moving Beyond Our Bias ● Emotion Regulation: Strategies for Educator and Student Success ● CPR, AED, & First Aid Training (this activity does not award CTLE hours) ● Curriculum Integration ● NYSCATE Annual Conference ● Other current and/or future technological opportunities ● Other Topics Related to the District Goals, BOE Goals and Needs Assessment ● Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment 	<ul style="list-style-type: none"> ● Opportunities for students to display their creativity and innovation in learning experiences

Marathon Junior/Senior High School:

- Increase the number of 9-12 grade students taking elective courses outside their graduation requirements by 5%.
- Offer life skills topics to students 7-12.

- NYS School Counselors Association meetings and conferences
- American School Counselor Association (ASCA) National Conference
- Annual NYS Middle School Association Middle-Level Institute
- NYS School Counselors Association meetings and conferences
- K-12 Comprehensive School Counseling and Guidance Plan implementation
- FFA State Convention
- National Association Agricultural Educators (NAAE)
- National FFA Convention
- 212/360 Leadership Conference
- Differentiated Instruction
- Curriculum Integration
- Naviance Training
- Acknowledging and Moving Beyond Our Bias
- Emotion Regulation: Strategies for Educator and Student Success
- CPR, AED, & First Aid Training (this activity does not award CTLE hours)
- Other current and/or future technological opportunities
- Other Topics Related to the District Goals, BOE Goals and Needs Assessment
- Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment

- 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
- Increase the number of students taking elective classes and fewer number of study halls
- Opportunities for students to display their creativity and innovation in learning experiences

GOAL 3: Results First Goals

Objectives	Professional Development Opportunities	Key Measures
<p>District:</p> <ol style="list-style-type: none"> Graduation Rates: To be more competitive upon graduation, students earning their Advanced Regents diploma will increase by 5%, CTE Endorsed diplomas by 10%, and/or college credits by 5%. Attendance: (UPK-12) The student body will be in attendance 90% or more of their instructional days to maximize learning. The district will increase attendance by 5%. Course Passing Rates: (7-12) student course success will increase by 10% as evidenced by the number of students passing all course work. State Assessments (3-8): <ol style="list-style-type: none"> Increase student performance level on a longitudinal basis by 10% per cohort Increase the percent of students achieving mastery (level 4) on a longitudinal basis by 5% per cohort Regents Exams: (9-12): <ol style="list-style-type: none"> Increase proficiency (65% or higher) in each course by 10%. Increase mastery (85% or higher) in each course by 10%. ELA: (UPK-8) increase student growth (Student Growth Percentile) and/or achievement (Percentile Rank) by 10% on 	<ul style="list-style-type: none"> Curriculum development and alignment to the Next Generation ELA, math, and science standards, the NYS K-12 Social Studies Framework, The Arts, and Physical Education standards NYS 3-8 ELA and Math Data Analysis Results First data analysis and meetings with consultants Lead Evaluator & Principal Evaluator Training Keeping the Wonder In Learning An Assortment of Science of Reading Topics - Revisiting Hot Topics The Science of Reading - A Focus on Word Recognition Beginning a Professional Learning Community (PLC) Supercharging Your Lessons Using the SAMR Model - Technology Integration in Lessons Using the School Library System for Instructional Planning IEP Writing: NYS Performance Plan (SPP) Indicator #13 Refresher Lead to Read Reading Course LETRS Training Voyager Sopris/Lexia Learning Professional Development Evaluation and Treatment 	<ul style="list-style-type: none"> Improved student academic achievement Increase in high school graduation rate Increase in the number of students who are present in school 90% or more of their instructional days Increase in student proficiency on state assessments Increase in the number of students reading on or above grade level Opportunities for students to display their creativity and innovation in learning experiences Increase the number of staff members who participate in professional development opportunities

<p>STAR from Spring 2022-Spring 2023.</p> <p>7. Math: (2-8) increase student growth (Student Growth Percentile) and/or achievement (Percentile Rank) by 10% on STAR from Spring 2022-Spring 2023.</p> <p>Focal Area - Social Emotional Learning (SEL): students will learn to effectively manage their emotions, thoughts, and behaviors in different situations and to achieve goals and aspirations.</p>	<p>of Visual Dysfunction in Pediatrics</p> <ul style="list-style-type: none"> ● Technology Software Training ● Effective Literacy Leadership ● Google Apps Training ● Foundation of PLCs ● Unpacking Essential Standards ● NYSCATE Annual Conference ● AIMSweb Plus Training ● Differentiated Instruction ● BOCES Leadership Network meetings (ELA, math, science, social studies, mental health, and the arts) ● Regional BCIC, principal, and superintendent meetings ● ESSA Training ● District booktalks ● Other Topics Related to the District Goals, BOE Goals and Needs Assessment ● Training Professional Learning Topics Related to the Learning Needs of Students in Teaching/ Work Assignment 	
--	--	--

GOAL 4: Supporting student's individual goals

Objectives	Professional Development Opportunities	Key Measures
<p>District:</p> <ul style="list-style-type: none"> ● Students will understand and practice the process of individual goal setting, creating action steps, self-evaluation and re-aiming (if needed). 	<ul style="list-style-type: none"> ● Professional development topics related to promoting and supporting positive student behavior, mental health, social emotional development, college/career readiness, 	<ul style="list-style-type: none"> ● Improved student academic achievement ● All students complete the goal setting process at least once during the year.

	<p>and academic skills</p> <ul style="list-style-type: none">● K-12 Comprehensive School Counseling and Guidance Plan implementation● Beginning a Professional Learning Community (PLC)● Keeping the Wonder In Learning● Emotion Regulation: Strategies for Educator and Student Success● Educational Equity in Rural Schools● Naviance Training● District booktalks● Results First data analysis and meetings with consultants	<ul style="list-style-type: none">● Increase in faculty, staff, and community who model the goal setting process and help students develop a growth mindset.
--	--	--

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 relationships 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
- Attend new teacher orientation; traditionally held at the end of August each year
- 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:

- The mentor will attend the New Teacher Orientation. 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.

Mentoring & CTLE Hours:

Effective December 31, 2019 (not retroactive), educators acting as a mentor to a new classroom teacher as part of the school district's mentoring program may, at the discretion of the school

district, credit up to 30 hours of such time towards their CTLE requirement in each five-year registration period. Educators acting as a mentor to a teacher candidate may, at the discretion of the school district, credit up to 25 hours of such time towards their CTLE requirement in each five-year registration period.

The district will keep records and award CTLE certificates for educators who earn CTLE clock hours by working with colleagues and student teachers, documenting that they approve of the CTLE as the approved CTLE sponsor.