



SAYVILLE PUBLIC SCHOOLS

PROFESSIONAL DEVELOPMENT AND LEARNING PLAN

2026-2027

ADOPTED JUNE 18, 2026

The mission of Sayville Public Schools is to provide a safe, caring, and engaging learning environment where every child is at the heart of our decision-making. We are committed to developing meaningful relationships that nurture each student's unique gifts and resilient journey toward discovery, independence, and growth.

This Professional Learning Plan (PLP) outlines the district's commitment to ensuring all professional staff remain current with best practices in education and possess the knowledge and skills necessary to meet the diverse learning needs of every Sayville student.

INTRODUCTION

The Sayville Public Schools Professional Learning Plan for 2026-2027 is developed in compliance with the Regulations of the Commissioner of Education, Part 100.2(dd), and is certified by the Superintendent of Schools. The purpose of this plan is to improve the quality of teaching and learning by providing substantial, sustained, and job-embedded professional learning opportunities for all teachers and leaders.

This PLP reflects our core commitment to providing professional growth coordinated with the New York State Professional Learning Standards and Assessments, including the Next Generation Learning Standards and the NYS Portrait of a Graduate. Furthermore, this plan is intentionally designed to work in tandem with our teacher and leadership evaluation systems to foster a setting of continuous professional growth for all educators in our learning community.

PROFESSIONAL DEVELOPMENT COMMITTEE PROCESS

Committee Structure & Composition:

The committee is structured to include representation from across stakeholder groups. Committee members contributing to this Professional Learning Plan include:

Jose Beauvais - *Parent Member*

Amy DiMeola - Assistant Superintendent for Curriculum & Instruction, *District Office*

Kate Enea - Elementary Teacher, *Cherry Avenue*

Marc Ferris - Superintendent, Representative from Higher Ed, *District Office*

James Foy - Principal, *Sunrise Drive*

Chris Kauter - Director of Technology & Innovation, *District Office*

Melissa Lane - Secondary Teacher, *Middle School*

Ashley Merchant - Reading Teacher, *Lincoln Avenue*

Heather Methven - Secondary Teacher, *High School*

Caitlin Morrell - Secondary Teacher, *High School*

Kaitlin Smith - Secondary Teacher, *High School*

Tracy Toth - Data and Instructional Technology Teacher on Special Assignment, *District Office*

Diane Watson - Human Resources Officer, *District Office*

Professional Learning Plan Development Process:

The PLP development process is cyclical and data-driven, structured around the New York State Professional Learning Standards.

1. **Review of Standards & Goals:** The Committee annually reviews the NYS Professional Learning Standards, the NYS Portrait of a Graduate, and the district's Board of Education Goals to establish the foundational priorities for the plan.
2. **Needs Analysis:** A comprehensive needs assessment is conducted using multiple sources of data and artifacts, including: disaggregated student performance data (Regents, 3-8 Assessments, Graduation, Attendance, Discipline), teacher/administrator reflection surveys, an analysis of current curriculum alignment, integration of our SEL program (STRIDES), and the stated goals and values of each building.
3. **Synthesis and Prioritization:** The committee synthesizes the needs, aligning them with available resources and district-wide goals to prioritize specific, high-leverage professional learning programs.
4. **Evaluation and Revision:** The Committee continuously monitors and evaluates the impact of professional learning activities using various metrics such as feedback forms to ensure the PLP is responsive and effective.

SAYVILLE SCHOOLS - WE BELIEVE

Professional Learning at Sayville is rooted in the conviction that our greatest asset is our caring, committed staff. Our philosophy is driven by the principle of connected autonomy, which empowers every professional to align their individual growth with the district's unifying vision, ensuring all actions foster the desired student outcomes. Further, we believe that when professional growth and evaluation practices are coherent with our vision, educator practice and student learning can reach its greatest potential.

Sayville's proud tradition of educational excellence is evident in its commitment to student well-being and joyful learning. We are a thriving, caring learning community that prioritizes preparing students to be resilient, independent learners while equipping them to be successful, contributing citizens in the world.

Our beliefs and values, which set the stage for our professional growth system, include:

- ***A Commitment to Student Outcomes:*** We believe professional growth must explicitly aim for the six desired student outcomes: independent learners, caring citizens, communicators, collaborators, critical thinkers, and joyful learners.
- ***Instructional Excellence:*** We believe in providing sound educational experiences that embrace exploration, discovery, and innovation, enhancing our skills in creating student-centered, collaborative, and project-based activities.
- ***Social-Emotional Learning:*** We believe in cultivating meaningful relationships, recognizing that a thriving, inclusive learning community is the essential foundation for growth. Moreover, we believe in cultivating safe spaces where productive struggle supports a growth mindset and students feel comfortable taking academic risks. The STRIDES tenets (Self-Esteem, Trust, Resilience, Independence, Diversity, Empathy, Strength) are embedded in our professional learning as well as in daily student learning experiences.
- ***Cultural Responsiveness:*** We believe in a culturally responsive learning environment where every child feels respected and valued.
- ***Professional Growth is a Shared Journey:*** We believe in collegiality and collaboration, where educators model lifelong learning and collaboratively turn our collective beliefs and building-level goals (High School's CORE, Middle School's PATH, Cherry Avenue's Back to Basics, Lincoln Avenue's Lincoln Learns, and Sunrise Drive's Core Values) into effective, actionable, and aligned classroom practice.

PROFESSIONAL LEARNING STANDARDS

Sayville Public School's Professional Learning Committee, in conjunction with the Sayville Board of Education, is committed to providing all of its educational professionals with the resources and training necessary to address the learning needs of its students across all grade levels.

The objectives and purpose of our district's professional learning opportunities are rooted in the NYS Professional Learning Standards:

The Ten Standards for High Quality Professional Development

1. Designing Professional Development: Professional development 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 development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional development 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 development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL LEARNING IN SAYVILLE SCHOOLS

PROFESSIONAL LEARNING ALIGNED WITH NEEDS, PRIORITIES, AND GOALS

Our approach to professional development is informed by adult learning theory and current research in education, including but not limited to diverse learning needs and culturally appropriate and responsive practice. Sayville Public Schools offers and recognizes a variety of continuous, sustained, and differentiated professional learning opportunities designed to meet the diverse needs of its professionals and its students.

We actively support teacher engagement in professional learning activities that:

- address our desired student outcomes
- support district and building goals
- align with our values and priorities
- are culturally responsive
- are grounded in national and state learning standards
- encourage professional exploration and connected autonomy
- are responsive to teacher interest
- are differentiated to meet the specific needs of professionals at various stages of readiness and career trajectory
- purposefully align to teachers' current/future practice

Each year, our district supports a wide variety of professional learning opportunities, tailored to needs that are both long-term as well as emerging. Our planning for an upcoming year involves opportunities that address established goals and needs. Additionally, our planning involves anticipating the need to flexibly incorporate support for individual and evolving needs.

The professional learning goals for each school year are derived from an analysis of student performance data and the identified needs of students and staff, aligning directly with [Board of Education Goals, District Goals, and Student Outcomes](#). Our analysis yielded the following areas in which district can focus support for faculty to have the greatest impact:

- Curriculum and Instruction
- Multi-Tiered System of Supports (MTSS)
- Social Emotional Learning (STRIDES)
- NYSED Portrait of a Graduate
- Cultural Responsiveness and Meeting the Needs of English Language Learners
- Digital Fluency & Technology

PROFESSIONAL LEARNING ACTIVITIES AND EXPECTATIONS

Sayville Schools provides ongoing professional learning opportunities in a variety of forums, each designed with intentionality to reach the audience in the format and setting that is most effective, appropriate, meaningful, and impactful. The forums listed below are in place each year to provide the infrastructure for a wide variety of learning opportunities.

Professional Learning Format	Implementation Details
Specialized Staff Trainings	Targeted, in-house sessions focusing on the implementation of new district initiatives, technological tools, or curriculum updates.
Curriculum Development	Curriculum work to ensure guaranteed and viable curriculum across K-12. Curriculum Development activities include creation/updating of curriculum maps, common assessments, and vertical alignment of skills.
Graduate Coursework	We encourage educators to pursue advanced studies. The district grants credits and salary schedule increases in accordance with the teacher contract.
In-Service Coursework through External Providers	Structured, accredited courses provided through vetted outside providers (such as MESTRACT) to deepen content knowledge and pedagogical skills.
Faculty, Grade Level, and Department Meetings	Dedicated time for collaborative learning, data analysis, and curriculum planning guided by district and building leadership.
Superintendent's Conference Days	Dedicated, structured learning sessions (often occurring during the school year) tailored to specific district and building-wide professional priorities.
Professional Conference Attendance	Support for attending external professional conferences relevant to content specialization or leadership development.
Individually Selected Professional Learning Opportunities	Flexible pathways that allow educators to engage in self-directed development based on personal growth goals.

Colleague Intervisitation	Structured opportunities for peer observation and collaborative feedback among teachers to reflect on and refine instructional practices.
Teacher Release Time	Dedicated, non-instructional time provided during the school day for planning, research, and engaging in professional activities.
Professional Learning Communities (PLCs)	Job-embedded, sustained collaboration within departments, grade levels, and interdisciplinary teams. <i>Example Areas can include, but are not limited to:</i> - Curriculum alignment - Examining student work - Implementation of Science of Reading practices - Data-informed instruction - STRIDES/cultural responsiveness
New Teacher Orientation & Mentoring	Designated time for peer coaching, instructional coaching cycles, and formal mentoring for new staff. <i>Example Areas can include, but are not limited to:</i> - Instructional planning - Peer Observation/feedback - Cultivating productive struggle
Mandated Trainings	State and district-required training on topics including, but not limited to, school violence prevention and intervention, child abuse recognition, the needs of children with autism, and the Dignity for All Student Act (DASA).

EXPECTATIONS FOR PARTICIPATION IN PROFESSIONAL GROWTH OPPORTUNITIES

Sayville Schools expects its faculty and staff to engage in substantive professional growth to ensure we, as reflective practitioners, model our District's beliefs and values. Educators who are working toward required CTLE hours should plan for at least 20 hours per year of professional development activity in order to attain the 100 hour requirement over five years, and we encourage *all* faculty to pursue at least this amount of activity regardless of their CTLE status. We honor faculty voice and choice, and we are committed to facilitating professional learning related to their individual growth. As we develop our NYSED-approved STEPS plan,

we look to support faculty participation in professional learning that is purposefully tied to needs identified in each educator's Supervision and Evaluation process.

CONTINUING TEACHER AND LEADER EDUCATION (CTLE) RECORD KEEPING REQUIREMENT

Effective 2016, all professional certification holders (holders of professional certificates in the classroom teaching service, educational leadership service and level III teaching assistant certificate holders) must register with NYSED every five years. During each five-year registration period, they must participate in 100 CTLE hours of professional development.

Hours must be taken by an approved CTLE provider, from among the approved providers listed on NYSED website: [Approved CTLE Sponsors:OTI:NYSED](#)

The District will provide educators with substantial professional development related to both pedagogy and content. Teachers will have opportunities to engage in professional learning eligible for CTLE hours through faculty meetings and superintendent's conference days that focus on relevant and substantive pedagogical and instructional topics. As appropriate and available, the District provides additional opportunities for teachers and leaders to engage in workshops, trainings, committee meetings, and curriculum development pertinent to their areas of specialization.

The District will maintain a record of district-provided professional learning activity and/or any CTLE that are recorded by teachers on My Learning Plan (Frontline). These records will include: name of professional certificate holder, the title of the program, the hours completed, and the date and location of the program. Educators are expected to keep a record of the same, and are responsible for tracking all of their own CTLE hours. They may do so with the help of an organizer such as the one found [HERE](#).

It is important to note that, for districts that have more than 30 English Language Learners (see Appendix A), the requirements for the 100 hours include:

- A minimum of 15 clock hours dedicated to meeting the needs of English Language Learners (ELLs). This may include training in language acquisition aligned with content area of instruction, best practices, and strategies for addressing the needs of ELLs.
- For holders of professional certificates in the title of English to speakers of other languages, a minimum of 50 clock hours must be dedicated to meeting the needs of ELLs.

MENTORING AT SAYVILLE SCHOOLS

Purpose and Provision of the Mentoring Program

In accordance with the Regulations of the Commissioner of Education, Part 100.2(dd), Sayville Public Schools provides a comprehensive mentoring program for all newly hired teachers and educational leaders. According to sections 80-3.4 of the Commissioner's Regulations, teachers and school building leaders must participate in a mentoring program to meet the requirement for a professional certificate. Sayville's mentorship program is a foundational element of our professional growth continuum, designed to ease the transition from preparation to practice while fostering a culture of connected autonomy. By pairing new educators with experienced mentors, the district ensures that all staff are empowered to align their instructional practices with the district's mission of developing independent learners, caring citizens, and joyful learners.

Role of District Leadership and Administration

District Administration is responsible for ensuring meaningful support for its new faculty members. The District Administration, Building Leaders, and Mentor Committee serve as the architects and facilitators of the mentorship experience. Their roles include mentor recruitment and matching, training and preparation, continuous support, and effectiveness review.

Role of Mentors

Mentors in Sayville act as guides, advocates, and reflective partners. They are expected to model the district's **STRIDES** tenets while supporting new teachers through routine check-ins, instructional and curricular collaboration, non-evaluative observation and feedback, school community integration, communication modeling, and resource navigation.

Mentors and mentees should meet throughout each academic quarter during their professional periods. To accomplish the goals set forth in our mentor training, mentors should meet at least weekly with their mentees. Meeting length can vary depending on the objective, and mentors and mentees should utilize a pre-determined or collaborative agenda to ensure focused, productive discussion.

Selection, Preparation, and Training of Mentors

All faculty are invited to apply for a mentorship role via a Google Form disseminated annually by the Office of Curriculum and Instruction. The Mentor Selection Committee convenes to

review all applications and collaboratively determine mentor-mentee partnerships. This committee consists of teachers and administrators appointed by their respective collective bargaining units, as well district administrators.

To ensure high-quality support, all assigned mentors must participate in a mandatory workshop facilitated by District Administration in late August. This training is grounded in current research and focuses on adult learning theory, peer coaching and feedback, and navigating new teacher development. Mentors and Mentees shall meet throughout the year according to the format specified in the collective bargaining agreement.

Mentoring Program Effectiveness

The effectiveness of the district's mentorship program will be annually evaluated using a combination of qualitative and quantitative measures to ensure program quality and continuous improvement. We will analyze quantitative data points, including mentor log completion rates and professional growth data to assess program effectiveness. We will gather direct feedback from participants to assess program impact and identify areas for refinement.

Revisions to the Mentoring Program

Revisions to the District Mentor Program will follow a structured, annual cycle driven by program evaluation data to ensure continuous improvement and responsiveness to participant needs.

Appendix A

Please refer to this table for PD requirements specific to English Language Learners according to CTLE mandates.

2025-2026	District has fewer than 30 ELL students; did not meet the current threshold for CTLE hour requirements.
2026-2027	