



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Effective Teaching Strategies for **English Language Learners** ***Presented by Consulting That Makes A Difference***

In recent years, the increase of English language learners (ELLs) in our schools has required educators to look at their current teaching practices through a different lens. While teachers have faced the challenge of effectively teaching the ELL students in their classroom, it has also provided an opportunity for educators to grow and learn. This hands-on, interactive workshop will provide participants with strategies and instruction ideas tailored to meeting the needs of secondary English language learners.

Upon completion of this workshop, attendees will be able to:

- Identify characteristics of ELLs at each proficiency level
- Acquire new learning strategies for supports ELLs each proficiency level
- Plan lessons utilizing workshop activities

DATE: Tuesday, February 13, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: K-12 ENL Teachers, Special Educators, General Educators, Paraprofessionals, Administrators
COST: \$249 for subscribers / \$299 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Consulting That Makes a Difference, Inc. opened its doors in 1999. Diane Ripple, owner of CMDI, has provided professional development at the national level since 1996. CMDI provides professional development on many topics including co-teaching, team communication and collaboration, differentiated instruction, disability-specific strategies, positive behavioral interventions and supports, social and emotional learning, paraprofessional training, inclusive practices and community building. CMDI offers in-person and virtual coaching services and workshops to schools and organizations. Our educational strategists have a wide range of skills and experience to share with administrators, teachers and staff. Our coaching services support teachers, related service providers, special area teachers and paraprofessionals. Through coaching, we offer new strategies and ideas, as well as expand and deepen current skills and practices in meeting the needs of all learners.



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LGBT 101

Presented by LGBT Network

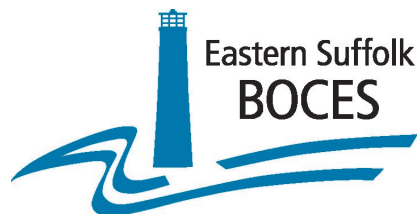
This interactive workshop provides an introduction to the LGBT community by defining common terminology, explaining the difference between sexual orientation and gender identity, and exploring both risk factors and resiliencies. The training will conclude with a discussion of best practices to create safer and more supportive environments for LGBT people.

DATE: Thursday, February 15, 2024
TIME: 9:00 – 11:00 am
COST: \$25 for subscribers / \$35 for non-subscribers
AUDIENCE: K-12 Educators, Administrators, Support Staff
LOCATION: Live Online via Zoom (*Invite will be sent the afternoon prior*)
REGISTER: <https://www.mylearningplan.com/WebReg/ActivityProfile.asp?D=10057&I=4323463>

LGBT Network is a 501(c)(3) non-profit organization that is a home and voice for LGBT people, their families, and support systems of Long Island and Queens. The LGBT Network's community centers help LGBT people to be themselves, stay healthy, and change the world. Since 1993, the LGBT Network has been pioneering advocacy and social change to promote safe spaces where LGBT people live, learn, work, play, and pray.



LGBTNETWORK.ORG



Educational Services That Transform Lives

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PBL: Not an Event, but a New Way of Thinking

Presented by Steven W. Edwards, Ph.D., National Speaker and Presenter

These hands-on sessions will focus on the *Why, What and How* of PBL.

Too often professional development sessions address the *What*. In this training participants will not only learn *What* PBL truly is, but also *Why* it needs to be embedded in all aspects of our teaching and learning. PBL is not a stand-alone event, but rather a way of delivering instruction that, if done well best prepares our students for the challenges that will face beyond their K-12 education. The real depth of these sessions will address *How* we implement authentic Problem Based Learning in our schools and classrooms.

Participants will:

- Develop a clear understanding of *What* Problem Based Learning is and how it differs from Project Based Learning
- Understand *Why* PBL is essential to the learning process and how if done well contributes to the development of critical lifelong skills
- Design their own PBL with all the necessary components to be able to go back to their schools and implement concepts immediately

Participants can experience a follow up session where they will have an opportunity to reflect, adjust, modify and plan as they continue to embed PBL in their classrooms. This session is scheduled for **May 2, 2024**.

Must register separately for this follow up session on MyLearning Plan.

Fee: \$299 for subscribers/\$349 for non-subscribers

DATES: February 27 & 28, 2024 (Optional 3rd Day - 5/2/24 Not Included, Requires Separate Registration)

TIME: 8:30 am – 2:30 pm

AUDIENCE: K-12 Core Content Teachers/ Dept. Heads/ Instructional Coaches & School Administrators

COST: \$575 for subscribers / \$649 for non-subscribers

LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville

REGISTER: <http://webreg.esboces.org>



Dr. Steven W. Edwards is a leader nationally recognized by USA Today for his innovative approach to education. Dr. Edwards successfully implemented numerous programs to improve student performance during his sixteen-year tenure as a school administrator. One such program, the Student Assistance Center, was one of only seven national winners of grass roots programs. The Center combined school and community to solve educational issues. Dr. Edwards also has been instrumental in helping countless school districts tailor similar programs with positive, far-reaching results. In addition, Dr. Edwards is a nationally recognized keynote speaker, facilitator and trainer regularly featured as a content expert on television and radio with appearances on CNN on topics such as school safety, school climate and reform and strategic planning. As a planner Dr. Edwards has worked locally, nationally and internationally with both for-profit and nonprofit organizations, such as schools, churches, corporations and cities. Clients include The World Bank and The United Nations. He has assisted groups and individuals in identifying and achieving individual and organizational goals.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Math K-5: Measurement and Data

Presented by Nicole Santaromita

We all know reading and writing workshop, so why not math workshop?

No one would go back to a basal reader and one workbook for the whole class and yet that is too often, what math instruction still looks like.

In this workshop, we will look at how to align math to a workshop model by assessing individual math levels and pulling kids for small group instruction. I will demonstrate a workshop lesson and guide teachers through differentiating the lesson for various levels within one class. We will also discuss how to make this model work with your current math program.

Today's workshop demo will focus on the Measurement and Data standard for grades K-5. This workshop demonstration will:

- introduce a number talk
- model anchor chart creation
- demonstrate small group work
- incorporate fluency practice
- present independent practice ideas
- include record keeping for formative assessment

DATE: February 29, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Elementary Math Teachers
COST: \$125 for subscribers / \$175 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Nicole has taught elementary for the last 20 years at South Country School District. She has received math training from Marilyn Burns and has used a workshop style that incorporates small group, differentiated instruction, number talks, and formative assessment for many years. She is proficient in reading and writing workshop and word work. Nicole has learned to parallel that ELA model into the math classroom with much success. Presently, Nicole is an adjunct professor at LIU teaching math and science methodology courses.

Nicole invites all elementary teachers of math to join in to learn the math workshop model to enhance student engagement and learning for all learners. A deep understanding of mathematical concepts and fluency unleashes the potential success for our elementary students to embrace higher level mathematics with success.



The Blueprint for English Language Learners and Using Scaffolds and Strategies for Student Success

Presented by Pamela Solomon

Participants will explore the 8 Principles of the *Blueprint for English Language Learners Success* developed by New York State and how this Blueprint affects the instruction of English Language Learners. In addition, we will examine several techniques to scaffold/modify lessons for ELLs to improve their comprehension skills and improve their linguistic abilities.



DATE: Thursday, February 29, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers (includes buffet lunch)
AUDIENCE: General Education Teachers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Pamela Solomon just retired after 32 years of teaching ESL in East Islip. She spent 25 years at the elementary level and 7 years at the middle school. She earned a MS in teaching English to Speakers of other Languages. She also holds a professional certificate in Special Education K – 12. During her tenure as a teacher, Pamela became a leader for ENL teacher integrated and stand-alone instruction. As a staff developer, she developed ENL trainings for teachers and wrote a graduate course, “*A Practical Guide to Supporting English Language Learners*”. She also established an adult ESL program in her home district and created a program for students and their families.

Pamela is proud of her amazing career and looks forward to sharing her expertise and wisdom. “*I am truly excited to be a part of your educational journey.*”



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Sticks & Stones:
Understanding Implicit Bias and Stereotypes
Presented by Samantha Rini
NYSUT Trained Facilitator

This four-hour workshop strengthens team unity by teaching participants to look at the world from a unique perspective, one that takes into consideration how someone's ethnicity, race, ability and socio-economic background can impact how they experience our society. The workshop includes two modules as follows:

MODULE ONE

- Define implicit bias and identify key characteristics

MODULE TWO

- Identify specific steps and strategies to challenge implicit bias
- Define micro aggressions and identify key characteristics
- Define stereotypes and identify key characteristics
- Identify specific steps and strategies to challenge micro aggressions and stereotypes



DATE: Friday, March 1, 2024
TIME: 9:00 am – 1:30 pm 4 CTLE hours
COST: \$75 for subscribers / \$99 for non-subscribers (includes buffet lunch)
AUDIENCE: K-12 Educators, Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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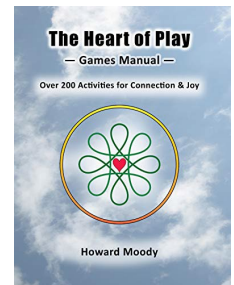
Improve Learning Outcomes: Build Relational Trust, Connection and Safety Through Play! ***Presented by Howard Moody***

Research overwhelmingly demonstrates that children play their way into learning. In a culture that values academics over play, children deserve the opportunity to engage in the form of learning that is best for them. As adults, we need to advocate to ensure they are able to do so!

Play is neurorestorative to a brain affected with stress. Developmentally appropriate play meets the child where they are and reminds the young brain that the world can feel manageable and secure, allowing the nervous system to calm. Play also builds the more creative, curious and problem-solving areas of the brain known as executive function skills. These skills help a child self-regulate and control their own behavior; they also grow and adapt over a child's life, and providing the opportunity to exercise them can be instrumental to children's development. Lastly, playfulness as a learned skill is vital in creating social connections - and fulfilling a core need for children - the need for belonging.

Join Howard Moody to:

- Experience together, by actively engaging in play what it feels like to be connected and feel safe within social play experiences.
- Build a community of care and belonging with well led social play activities
- Learn how to lead games successfully in a variety of settings and with different groups of students.
- Explore a variety of ways that Play supports SEL and Restorative Justice Practices – Builds trust, fosters the creation of a safe community, creates dynamic energetic breaks within the day and helps to foster emotional regulation.



DATE: Friday, March 1, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-8 Teachers; Administrators and Support Staff
COST: \$175 for subscribers / \$225 for non-subscribers (includes buffet lunch/book not included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Howard Moody designs fun and engaging workshops that fit each organizations' needs with an emphasis on building relational trust, safety and connection using play, improv theater, humor and conscious communication. Howard has also coached numerous sports for many years and understands the value of creating effective teams and how to achieve peak performance. Howard has taught at the Omega Institute for Holistic studies for many years and he is the co-founder of The Adventure Game Theater, an extraordinary improvisational learning process for teens that has been featured on PBS and NPR. Howard has written the book, *Nurtured Heart Play* in collaboration with Howard Glasser, the founder of the Nurtured Heart Approach and has self-published his comprehensive games manual entitled *The Heart of Play Games Manual: Over 200 Activities for Connection and Joy*. Howard is also a consultant and trainer with the Starling Collaborative, an organization that specializes in the training and implementation of Restorative Practices in schools. www.howardmoody.com



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Collaborating for Change: **A Team Approach to Behavior** ***Presented by Dr. Kelly Zinn, DSW, LSW***

This full-day workshop will focus on how collaboration and team work can facilitate positive changes to student behavior.

Participants will learn:

- how to detect the underlying causes of behavior
- relationally based strategies to intervene during behavior challenges
- ways to support students through the process of behavior change

Practical interventions for school teams will be provided, including essential skills such as supporting each other through practices of vulnerability and continuous growth.

DATE: Tuesday, March 5, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-12 Administrators, Educators, School Counselors, Social Workers & Psychologists, Para Educators
COST: \$125 for subscribers / \$175 for non-subscribers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



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Dr. Kelly Zinn, DSW, LSW is a graduate of the Rutgers University Doctor of Social Work program, and a Licensed Social Worker and certified School Social Worker. For 14 years, Kelly was employed as a school social worker. Dr. Zinn is committed to professional development of educational professionals, and has presented at several local, state, and national conferences, and is published in peer-reviewed journals and a textbook for clinical students. Currently, Kelly is a full-time professor at St. Joseph's University in Patchogue, works in private practice, and partners with school districts to provide professional development to school staff.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Preparing Students for the New Regents Examination in Algebra I ***Presented by Dr. Trish Scavuzzo-Despagni***



In this workshop, we will explore the changes that have been made based on the NYS Next Generation Learning Standards that will impact the new Regents Examination in Algebra I. We will identify the changes in the Educator's Guide to the Regents Examination in Algebra

I including the changes in standards, the changes in percentages on topics based on domains, the new reference sheet and the new Performance Level Descriptors, "PLDs". We will also look at sample questions recently released from NYSED. In addition, teachers will have time to collaborate with other educators to refine a review packet of questions based on the new PLDs and create a study guide with calculator tips to prepare students to take the Algebra I Regents.

DATE: Tuesday, March 5, 2024
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
COST: \$175 for subscribers / \$225 for non-subscribers
AUDIENCE: Algebra I Math Teachers; Math Chairs/Directors
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Dr. Trish Scavuzzo-Despagni is an educational consultant who works with various school districts across Long Island to help educators of mathematics. She is the sole owner of EMCC (Educational Mathematics Curriculum Consulting) and has been an educator for 23 years. Dr. Scavuzzo-Despagni has helped districts with mathematical best practices, conceptual understanding within and across grade levels, building fact fluency, number sense routines, formative assessments, differentiated instruction, math discourse, and curriculum mapping for grades K – 12.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Creating a Culture of Care: How to Implement Restorative Justice/Practices in Your School and/or School District

Presented by Adele Bovard

Restorative practices keep a learning community connected in an increasingly disconnected world. During this highly interactive training, participants will work in District teams and engage in role plays to practice restorative practice techniques and strategies. Participants will leave this training with the knowledge, skills, and resources to facilitate and lead the implementation of a culture of care based on restorative justice principles and practices. Participants will be able to take what they learned and engage others in their schools so that a professional learning community can be created focused on implementing restorative justice principles and practices in classrooms. The concepts and strategies covered in the training are as follows:

Relationships – Importance of relationships in Restorative Justice and Culture of Care.

Basic principles – Doing school “with” students’ attitude - teachers positioning and theorizing; involving all staff.

Collegial and Teacher-student relationships – Restorative tools are used to build and maintain a healthy school community and classroom community

Community circles – A tool to help teachers/ students build connectedness, cooperation, and a sense of belonging.

Restorative conversations – Simple, non-adversarial, problem-solving conversations.

Restorative circles – A tool to help teachers/students respond to wrongdoing and conflict as a group.

Restorative Assessment for administrators, deans, and counselors – Referral-based problem solving tools for administrators, deans, and counselors.

Classroom conference circles – Structured problem solving circles for large group.

Stages of Implementation – (1) Needs Assessment (2) Capacity Building (3) Sustainability.

Blending Together Current Practices with Restorative Justice – A plan for how to blend together multi-tiered approaches like RtI, PBIS, and MTSS with Restorative Justice.

Culturally sustainable restorative practices – Building and maintaining relationships and exercising holistic care to create a Culture of Care.

Action plan – Using the process of Appreciative Inquiry, identify what steps could be taken to move the school system from it is now to where it could ideally in order to create a Culture of Care based on Restorative practices.

DATES:	March 11, 12 & 22, 2024 (must attend all sessions)
TIME:	8:30 am – 3:00 pm
COST:	\$475 for subscribers / \$525 for non-subscribers
AUDIENCE:	District Teams of 5 are preferred, consisting of: Principals; Assistant Principals; School Counselors; School Psychologists; Social Workers; Teacher Leader and/or Central Office Administrator
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org



Adele Bovard has served as a classroom teacher, building principal of elementary and secondary schools, deputy superintendent and superintendent of schools. At each level of work, she utilized restorative practices by engaging students and allowing them to take greater responsibility which enhanced the quality of teaching and learning for everyone. Her experience in both suburban and urban schools highlighted the need for mitigating disproportionality of student suspensions. Adele served on the New York State Bar Association Task Force on Reducing the School to Prison Pipeline. She is a lead facilitator for Restorative Justice Education based in Colorado, Loyola Marymount University, Center for Urban Resilience, and is certified in Restorative Justice Leadership by the Center for Restorative Justice University of San Diego. She is honored to serve on the board of New York State School Music Association: Chair of the Diversity Committee and on the Board of the New York state Association for Women In Administration.



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Diversity, Equity, and Inclusivity:
Culturally Responsive Sustaining Education Framework
Presented by Wendy Braxton

Exploring the Culturally Responsive Sustaining Education Framework provides teachers with an opportunity to look at teaching through a cultural lens of learning and human development where diversity is acknowledged and celebrated. Diversity in the classroom is an asset for teaching and learning.

Learning Outcomes:

- Introduction to Culturally Responsive-Sustaining (CR-S) Education
- Overview of the New York Culturally Responsive-Sustaining Education Framework



DATE:	Wednesday, March 13, 2024
TIME:	12:00 PM-3:00 PM
AUDIENCE:	K-12 Teachers; Administrators
COST:	\$65 for subscribers / \$89 for non-subscribers
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org



Wendy Blair-Braxton

From 1992 to 2023, Wendy served as a 7th and 8th Grade Social Studies Teacher at Elwood Union Free School District. As the Lead Teacher, Wendy played pivotal roles in curriculum development, program evaluation, fostering district and state standards, and pioneering technology infusion in classrooms. A fervent advocate for Social Emotional Learning, Wendy has pursued insights into Multi-Tiered System of Supports, Conflict Resolution, Diversity, Equity and Inclusion, Restorative Practices, and more, ensuring a wholesome learning environment for students. Recognition for Wendy's outstanding contributions isn't sparse: accolades include "Who's Who of America's Teachers, Teacher of the Year, 1997", the "NAACP Women's Achievement Award, 2022", and the "SCOPE Teacher Achievement Award, 2023". In summary, Wendy Blair-Braxton embodies the very essence of dedication, leadership, and innovative thinking in the realm of education, continuously striving for excellence and uplifting communities.



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An Overview of Autism Spectrum Disorders **NYS Education Department Approved Training** ***Presented by Dr. Jeanne Villani, Psy.D.***

In taking the New York State Autism Course, participants will:

- review the definitions of autism spectrum disorder for the purpose of special education eligibility, prevalence rate of ASD, etiology and current findings
- identify the characteristics of students with ASD
- identify evidence-based academic and environmental strategies that are available for working with students with ASD
- learn to develop effective collaborations with parents and agencies to support families of students with ASD



DATE: Thursday, March 14, 2024
TIME: 9:00 am – 12:00 pm
COST: \$50 for subscribers / \$75 for non-subscribers
AUDIENCE: Classroom Teachers; Guidance Counselors; School Psychologists; Social Workers; School and District Administrators
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>

Dr. Jeanne Villani, Psy.D., received her Masters and Doctorate Diplomas in School Psychology at St. John's University. Jeanne spent the last five years of her twenty-seven-year career with the NYC Department of Education, working as an administrator with the specialized autism programs. She worked closely with families, students, and educators promoting neurodiversity in learning. Currently, Jeanne works as an adjunct professor in the graduate mental health program at Alfred University and the undergraduate humanities and arts program at the School of Visual Arts. She also conducts psychiatric and intelligence evaluations for the state, as a licensed NY State psychologist.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Positive Behavior Interventions and Supports ***Presented by Consulting That Makes A Difference***

In this workshop, participants will learn the foundations of PBIS, discover tools to build a culture of positive behavior, and learn ways to make classroom life easier during the school day. Participants will increase their knowledge and understanding of proactive supports and develop their own “bag of tricks” of practical strategies for students with challenging behaviors.

Upon completion of this workshop, attendees will be able to:

- Demonstrate a deep understanding of PBIS
- Identify and plan for the implementation of proactive support strategies
- Align newly acquired strategies with classroom student behaviors

DATE: Friday, March 15, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: K-12 Special Educators, General Educators, Paraprofessionals, Administrators
COST: \$249 for subscribers / \$299 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Differentiation and DEI in the Language Classroom: **Meeting Every Learner Where They Are** ***Presented by Joshua Cabral***

In this workshop, world language teachers will learn how to effectively differentiate instruction to meet the diverse needs of their learners.

Participants will explore strategies for creating an inclusive and culturally responsive classroom that promotes diversity, equity, and inclusion (DEI). By the end of the workshop, teachers will have a toolkit of practical ideas and resources to support all learners in their language classroom, regardless of their background or abilities.

DATE: Monday, March 18, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Elementary, Middle, and High School Teachers
COST: \$199 for subscribers / \$249 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Joshua Cabral has been teaching French and Spanish at the elementary, middle, and high school levels for 26 years. He regularly presents workshops on language proficiency and cultural competence at state, regional and national conferences. Joshua has done extensive graduate work in Applied Linguistics and second language acquisition and consults with schools and districts throughout the USA working toward building and improving proficiency-based programs. Joshua is passionate about access to education and also works closely with schools in Haiti and Nicaragua where he travels to work with teachers and students. He is also the host of the World Language Classroom Podcast.

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Effective ENL Instructional Strategies

Presented by Luisa Travaglia and Stella Kostopoulos, on behalf of C.I.T.E.

English Language Learners (ELLs), students learning English while navigating their primary educational instruction face unique challenges in the academic environment. Linguistic barriers can lead to difficulties in grasping complex grammar, vocabulary, and pronunciation, while cultural differences could hinder their ability to connect with the curriculum and participate in classroom activities. Educators can play a pivotal role in supporting these students by implementing culturally responsive teaching practices, adapting instructional methods, and utilizing visual aids and collaborative learning to foster a supportive and inclusive educational environment.

This full day workshop aims to provide a professional development opportunity for educators to enhance their understanding and ability to meet the ELL students' unique needs. We will:

- Examine the Stages of Language Acquisition and Strategies for each stage and provide ready-to-use strategies for those students.
- Re-examine how teachers plan for the ENL student
- Offer new ways to plan to use the SIOP model.

Teachers will have the opportunity to interact with colleagues and develop strong questioning and discussion techniques and tasks to maximize goals for their ENL Learner. Together we will address the challenges faced by ELL students and focus on how educators can provide the most supportive and empowering environment for academic success and integration into the broader school community.

Dates: Wednesday, March 20, 2024
Time: 8:30 AM to 2:30 PM (buffet lunch included)
Audience: Elementary Classroom Teachers, Support Staff, Directors of ELA, Elementary Administrators
Cost: \$150 for subscribers/ \$199 for non-subscribers
Location: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville, NY
Register: <http://webreg.esboces.org>



Bio- Luisa Travaglia is a firm believer that every student has the potential to succeed. She has over 25 years of teaching, coaching and mentoring experience both with the NYC BOE and Long Island School Districts. She has worked for CITE as an Education Consultant for the past 7 years where she designs and presents teacher and parent workshops. She is committed to providing

classroom teachers, professional staff, and parents with the most current and extensive support to help all students. Luisa understands the importance of providing ELL students with the academic language development they need, while still honoring their home languages. She offers professional development to colleagues on best practices and curriculum changes. When Luisa is not working outside the home, she is working inside the home at her most important job which is being a mom to four, very awesome, sometimes exhausting, young adults! Mrs. Travaglia looks forward to continuing to learn and grow from her students and colleagues.



Bio- Stella Kostopoulos has worked for and with the NYC Department of Education for over 35 years in various capacities. She began her career as classroom teacher of ELLs. Drawing from her experience as an ELL student helped her support her students with insights gained from her own challenges learning English, navigating a new country and becoming accustomed to different norms. Her desire to further support students and educators led her to become a Teacher Center Coach and an adjunct professor. Ten years of coaching teachers provided her with a solid foundation to become an administrator; enabling her to guide and support a school community full of students & parents that were a majority of English Language Learners. Since retiring from the NYCDOE, Stella has been working with CITE, providing teachers and parents with workshops on various topics to facilitate their professional and personal growth.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Introduction to Structured Literacy **(and Orton Gillingham-Based Practices)** ***Presented by Kerry Leo, Da Vinci Collaborative***

Structured Literacy refers to the teaching or instructional approach regarded as most effective for students who may learn to read and spell differently than their peers. While evidence indicates that most children learn to read more proficiently using this multisensory approach it has proven critical for those students who struggle to learn to read, identified with dyslexia and/or related reading disabilities.

This workshop will introduce you to:

- Science of reading
- Reading deficits and challenges
- Dyslexia Basis



The Long Island based professionals at **Da Vinci Collaborative** are dedicated to bringing diagnostic and prescriptive strategies to students, parents and school districts to help them support learning needs and maximize their unique academic potential. We pledge to identify and acknowledge the gold standard in education by gathering the latest in top quality, research-based and proven methodologies.

DATE: Wednesday, March 20, 2024
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
COST: \$325 for subscribers / \$375 for non-subscribers
AUDIENCE: K-5 General Ed Teachers; K-8 Special Ed Teachers; Reading Specialists; Speech Teachers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Leading and Supporting Authentic Learning in Your School

Presented by Ed Dougherty

Today's world is filled with buzzwords like "authentic learning," "data-driven instruction," and "learning loss." How do all of these terms impact classroom instruction and how do we aid our educators in taking the proper steps to shift their practices without overwhelming them? We will explore this topic through a learning simulation and brainstorming session!

- Define buzzword terms and how they impact your unique school and educators
- Explore best practices for supporting educators in shifting their instructional practices to meet the demands of today's students
- Develop a plan of action to begin shifting educators in leveraging tools and instructional strategies to positively impact students

DATE: Monday, March 25, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades 3-12 School and District Administrators
COST: \$150 for subscribers / \$199 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Ed Dougherty currently holds an M.A. in Education with a specialization in Educational Leadership. He has worked as an Educator for well over 15 years and spent most of his classroom practitioner time teaching at the elementary level. As a part of his active involvement within the Educational Technology community, Ed is a Google for Education Certified Innovator and Trainer, Apple Teacher, and Microsoft Innovative Educator. He enjoys sharing his passion for educational technology with teachers all over the world. Ed regularly gives keynotes and presentations, provides consulting and advisement support, and leads workshops, covering a wide variety of educational technology, instructional design, leadership development, and organizational goal setting. Ed was selected to the Top Forty under 40 due to his extraordinary commitment and leadership in improving digital learning opportunities for students.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Helping Students with Big Emotions: Powerful Tools for Teaching Self-Regulation

Presented by Frank Kros, Award-Winning International Presenter

The pandemic and its continuing effects has impacted children's development and shaped how young children think, feel, and behave. Young children are struggling to manage big emotions in pre-school and the early elementary grades and need additional support from adults. While the pandemic was highly unusual, most children's responses are quite normal.

Children rely heavily on experience to develop the skills they need for success. The pandemic changed those experiences and children need help in boosting their self-regulation skills in the current environment. In this workshop, 12 Power Tools for helping young children manage big emotions and boost self-control will be shared. These efficient, "use tomorrow" strategies will empower your young students to co-regulate, encourage their connection with school, and strengthen their capacity to recognize and address strong emotions at school more effectively.



DATE: Tuesday, March 26, 2024
TIME: 8:30 am – 2:30 pm
COST: \$449 for subscribers / \$499 for non-subscribers **(includes buffet lunch)**
AUDIENCE: K-12 Educators; Building Administrators; Nurses; Social Workers; Counseling Staff
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>

Frank Kros is a career child advocate, who has served as a childcare worker, child abuse investigator, children's home administrator, consultant, professor, attorney, writer and speaker. Prior to starting Kros Learning Group in April of 2019, Frank served for 18 years as an officer and executive of the Children's Guild Alliance, a multi-service children's organization headquartered in Maryland. He also served the Guild as president of the Transformation Education Institute and Director of the National At-Risk Education Network (NAREN). Frank is a worldwide speaker. His engaging presentations focus on "Helping you Help Others." This is accomplished through an understanding of neuroscience and its practical applications to everyday practices involving children, youth, and the adults who parent, counsel, and educate them.





EASTERN SUFFOLK BOCES PROFESSIONAL DEVELOPMENT ONLINE REGISTRATION DIRECTIONS

****TO REGISTER FOR EASTERN SUFFOLK BOCES WORKSHOPS, REGISTER THROUGH THE ACTIVITY CATALOG****

Check with your district to see if you are a member of Frontline/MyLearningPlan

For Frontline/MyLearningPlan Member Districts AND NON-Frontline/MyLearningPlan Member Districts:

To see available courses and to register:

- Go to the website: <http://webreg.esboces.org>
- Under 'Search Options' at the top center, select and check '**Eastern Suffolk BOCES Professional Development Program**' from the drop down list and click search;
- Workshops are listed in chronological order
- Select the title of the course you would like to enroll in
- Click the **ENROLL** button at the bottom of the page
- Select the **correct** login method that applies to you (1) **registered user**; (2) **new user**; (3) **MyLearningPlan.com user**
- After you choose your login method then **Enter User Name & Password – select Log in**
- Enter and update (if needed) your personal account registration information
- Click **Update & Continue**
- Select payment method
- Click on the checkbox to agree to the Terms and Conditions regarding registration and/or cancellations –
"REGISTRATION AND/OR CANCELLATIONS ARE DUE 10 SCHOOL DAYS PRIOR TO THE EVENT. THE DISTRICT WILL BE BILLED UNLESS CANCELLATION IS RECEIVED."
- Click **SUBMIT**
- Select '**Request Approval**' on the following screen if you are a **Frontline/MyLearningPlan district** - If you are a Frontline/MyLearningPlan District, and depending on your district, you will need to fill out the next screen titled "Regional Provider Form" making sure to fill out all required information; **IF ALL NECESSARY INFORMATION IS NOT ENTERED, A FORM ERROR WILL BE OCCUR AND YOU WILL NOT BE FULLY ENROLLED**
- Click **SUBMIT** once **ALL** fields are filled out
- If you are **NOT** a **Frontline/MyLearningPlan district**, print out the **ENROLLMENT FORM** and **AFTER RECEIVING ADMINISTRATIVE SIGNATURE** on this form, fax back to **631-240-8955**
- You will receive an e-mail once you are fully registered
- Click **RETURN TO MAIN** and then **LOGOUT** to finish the process

****PLEASE NOTE THAT SUBMITTING ONLY AN INTERNAL CONFERENCE REQUEST FORM DOES NOT REGISTER YOU FOR OUR WORKSHOPS/CONFERENCES – IT MUST BE DONE THROUGH THE ESB REGIONAL CATALOG****

Eastern Suffolk BOCES does not discriminate against any employee, student, applicant for employment, or candidate for enrollment on the basis of sex, gender, race, color, religion or creed, age, weight, national origin, marital status, disability, sexual orientation, military or veteran status, domestic violence victim status, genetic predisposition or carrier status, or any other classification protected by Federal, State, or local law. ESBOCES also provides equal access to the Boy Scouts and other designated youth groups. Inquiries regarding the implementation of the above laws should be directed to either of the ESBOCES Civil Rights Compliance Officers at ComplianceOfficers@esboces.org: the Assistant Superintendent for Human Resources, 631-687-3029, or the Associate Superintendent for Educational Services, 631-687-3056, 201 Sunrise Highway, Patchogue, NY 11772. Inquiries may also be addressed to the Office for Civil Rights at the US Department of Education, 32 Old Slip, 26th Floor, New York, NY 10005, 646-428-3800, OCR.NewYork@ed.gov.