



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

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.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Levelled Literacy Intervention (LLI) Primary Systems Grades K-2
Presented by Dr. Alice Sasso, Heinemann consultant trained by Fountas & Pinnell

The groundbreaking Fountas & Pinnell Levelled Literacy Intervention is a small-group, supplementary intervention program designed for young children who struggle with reading and writing. Designed to bring children up to grade-level performance in as few as 18-24 weeks, LLI is a powerful, research-based early intervention program that can prevent literacy difficulties before they turn into long-term challenges.

Professional Learning for LLI includes three days of training (two days of intensive introduction plus one follow-up day) to give participants an in-depth understanding of the LLI Primary (Orange, Green, Blue) systems.

The professional resources included in each LLI system will be explored, including the Fountas & Pinnell professional books *When Readers Struggle: Teaching That Works*, *The Fountas & Pinnell Prompting Guides 1 and 2*, and the *Program* (1st ed.) or *System Guide* (2nd ed.), which comprehensively outlines the implementation of the Systems.

Topics within the three-day Professional Learning curriculum include:

- Overview of the Lesson Framework,
- Understanding the System of Strategic Actions,
- Understanding the demands of texts,
- Assessing and grouping students,
- Teaching within the LLI lessons,
- Using the *Prompting Guides*, and
- Documenting progress.

Daily Breakdown:
SESSION 8:30- 10:00
BREAK 10:00 -10:15
SESSION 10:15-11:30
LUNCH 11:30-12:30
SESSION 12:30-2:00
BREAK 2:00 – 2:15
SESSION 2:15-3:30

In addition to learning how to implement LLI lessons, participants will deepen their understanding of many research-based techniques to help struggling readers make accelerated progress.

Cost of the training does not include the LLI system. You will be required to bring some components of your system. Participants will need to bring from their System: Program Guide (1st ed) or System Guide (2nd ed), Lesson Guide, Prompting Guides 1&2, When Readers Struggle (Day 3 only). Also have a copy from the GREEN system of these books: Lessons 39/ 40/ 41/ 42: Look, Clouds, The Three Pigs, Snap, and Lesson 63: The Soccer Game. Also bring learning tools including pens, pencils, Highlighters, sticky notes and note paper.

DATES:	March 12-13 AND April 4, 2024 (Must attend all three days)
TIME:	8:30 am – 3:30 pm
COST:	\$699 for subscribers / \$749 for non-subscribers
MATERIALS:	At least one LLI system must be purchased in advance for every 2-3 participants to share and is required. Call 1-800-225-5800 for ordering information.
AUDIENCE:	Grades K-2 educators including literacy teachers who provide supplemental instruction to children reading below level, staff development personnel and literacy coaches who support teachers providing supplementary teaching to struggling readers.
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

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>

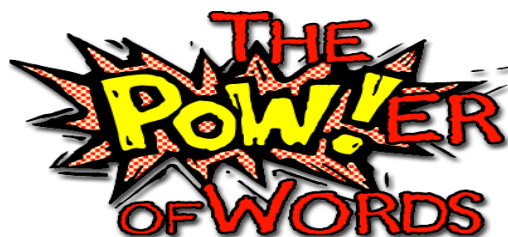
Dr. Jeanne Villani, Psy.D., received her Masters and Doctorate Diplomas in School Psychology at St. John's University. Jeanne spent the last five years of her twenty-seven-year career with the NYC Department of Education, working as an administrator with the specialized autism programs. She worked closely 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
PROFESSIONAL DEVELOPMENT PROGRAM

Vocabulary Instruction for Durable Learning:
How Words Get Learned and Stay Learned
Presented by Amy Benjamin

A rich and varied knowledge of words is the key to academic success in all subject areas. Yet, many teachers do not address vocabulary instruction effectively or with sufficient emphasis. In this workshop, teachers will learn engaging ways to teach generic academic vocabulary, subject-specific words, and words encountered in reading well-crafted literature. Amy draws upon principles of natural language acquisition to focus on student-friendly and teacher-friendly practices that lead to durable vocabulary growth. Included will be vocabulary for emotions and moods.



DATE: Thursday, March 14, 2024
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades 4-12 Teachers of ELA, ENL, and Special Education
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Amy Benjamin taught middle school and high school English for more than thirty years in Westchester, New York. She is the author of numerous books, including *Writing in the Content Areas*, *But I'm Not a Reading Teacher*, *Engaging Grammar*, *Vocabulary at the Core*, and *Focus on Text*. Amy works extensively throughout Long Island, New York, New Jersey, and many other regions. She is a New York State English Council Teacher of Excellence, and a consultant to various professional development providers, including the National Council of Teachers of English.



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>



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.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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TEACHING WITH INTENTION:

Fountas & Pinnell Benchmark Assessment System, A Two-Part Series – Grades K-8 Presented by Kristina Seeley

PART 1 • Friday, March 15, 2024

Administering the Fountas and Pinnell Benchmark Assessment System

In Part 1, we will focus on **administering The Fountas and Pinnell Benchmark Assessment** which provides teachers with precise tools and texts to observe and quantify specific reading behaviors. This workshop includes specific tutorials that provide ample practice to **administer the assessment with fidelity**, following guidelines that minimize administrative discrepancies. Afterward, you'll feel confident assessing level A-Z!

PART 2 • Tuesday, March 26, 2024

Analyzing the Fountas and Pinnell Benchmark Assessment and Using it to Inform Instruction

In Part 2, we focus on the fact that results drive instruction. Educators will discover practical ways to **organize your data** and a series of **strategic action steps and goals** that, when used effectively, provide positive, incremental shifts in your literacy instruction. This will lead to confident readers and improved results. We will look at **Fountas and Pinnell Guided Reading Sets** (part of Fountas and Pinnell Classroom) as an example of powerful resources that can link the data to instruction. These tools help teachers shift reading behaviors with their students and lift students' level of thinking as they read. However, you can easily apply this workshop to any curriculum you are using, and you do not need the Fountas and Pinnell Guided Reading sets to attend the workshop.

DATES:	March 15 & 26, 2024 (Must attend both days)
TIME:	8:30 am – 2:30 pm
AUDIENCE:	K-8 Teachers, Literacy Coaches, Literacy Specialists, and Administrators
COST:	\$449 for subscribers / \$499 for non-subscribers (includes buffet lunch)
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org

Kristina Seeley has taught at various grade levels both in NYC and in the Three Village CSD. Additionally, she worked as a **literacy coach under Fountas and Pinnell's Literacy Collaborative model for five years**. During this time, she and her fourth-grade students were videotaped through Heinemann Publishers and their clips have appeared in **Fountas and Pinnell's Continuum of Literacy Learning Teaching Library**. Some of her students' work is also highlighted in their book entitled, **Teaching for Comprehending and Fluency**. Kristina continues to provide **effective professional development** with many schools **across Long Island and beyond**, such as Cold Spring Harbor, Port Jefferson, Locust Valley, Sachem SD, and Andover School District in MA. In addition, she has worked extensively with many **independent and international schools** including the Dalton school in NYC, Lyford Cay International School in Nassau, Bahamas and Graded, The American School in Sao Paulo, Brazil. Kristina works closely with administrators and teachers to **effectively administer the Fountas and Pinnell Benchmark Assessment, analyze the results and use them to inform instruction, resulting in radical positive change for ALL students**. Head over to literacysuccesscoach.com to learn more and to download her FREE resource, **"7 Ways to Build Strong Readers in the Classroom and at Home"**, which can be shared with parents at PT Conferences or in report cards!





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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.

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.



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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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Discover Strategies to Incorporate the Crosscutting Concepts in Your Earth and Space Sciences Lessons *Presented by Brian Vorwald*

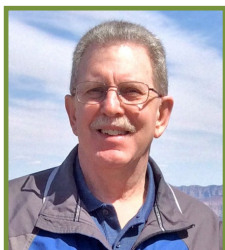
Known as the forgotten dimension, the Crosscutting Concepts (CCCs) provide students with the mental tools needed to help engage in and make sense of complex phenomena from a scientific point of view or to solve problems in engineering. Crosscutting Concepts are essential in understanding the Disciplinary Core Ideas (content) and they complement the Science and Engineering Practices (SEPs). We will view sample phenomena through the lens of the CCCs to demonstrate how students can use them when constructing their own understandings. Examples of how the CCCs can be highlighted in your lessons will illustrate their importance in the expected three-dimensional instruction of the New York State Science Learning Standards (NYSSLS) for secondary Earth and Space Sciences. We will practice using the different CCCs while applying SEPs to familiar phenomena to see how students both view and explain phenomena through the lens of the CCCs.

Included will be:

- Brief review of the new expectations for curriculum, and instruction for teaching and learning and NYSSLS architecture;
- Gaining familiarity with the CCCs, their potential for making science equitable, real, and relevant to all students;
- Using CCCs as resources for realizing the NGSS vision of equity of “standards, all students” that is incorporated into NYSSLS;
- Using prompts and teacher talk to have students use the CCCs implicitly and explicitly in sense-making;
- Using the CCCs as conceptual tools along with science and engineering practices and disciplinary core ideas to frame questions and make sense of phenomena;
- A deeper dive into the CCC progressions.

****B.Y.O.D. (Bring Your Own Device) - Participants should bring a fully charged laptop, iPad, or tablet to download resources and access websites throughout the workshop.**

DATE: Thursday, March 21, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades 6-12 Science Educators and Science Leaders
COST: \$150 for subscribers / \$199 for non-subscribers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Brian Vorwald taught Earth Science for 35 years in Sayville Public Schools, was Science Department Chairperson for grades 6-12, and was an Adjunct Associate Professor of Earth and Space Sciences at Suffolk County Community College for more than 30 years. Brian has delivered numerous workshops at the local and state level, and as a consultant has worked on elementary curricula aligned with the NYSSLS, has delivered numerous workshops for teachers that have provided training in the NYSSLS, and has assisted in helping to develop strategies for aligning middle school and elementary curricula with the NYSSLS.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Targeting the Next Generation Reading Anchor Standards Through Purposefully Planned Read Alouds

Presented by Lauren Kolbeck

Interactive read aloud is a powerful tool for instruction when our prompts are targeted to meet our desired outcomes. On this day, participants will explore and unpack the Next Generation reading standards to discuss the strategies and prompts used to support students. We will explore a variety of prompts and informal assessments to support both informational texts and literature.

Please bring read alouds to this workshop!

You will leave this workshop with prompts to match the standards and several of your read alouds planned with purposeful prompts to impact your instruction.



DATE: Thursday, March 21, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: K-6 Teachers, Literacy Coaches, Literacy Specialists, and Administrators
COST: \$225 for subscribers / \$275 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>

Lauren Kolbeck is a literacy consultant who specializes in balanced literacy. For over a decade she has worked as a lead staff developer at the Teachers College Reading and Writing Project. She works closely with teachers, coaches, and school leaders to support state-of-the-art reading and writing workshops. She works with schools both nationally and internationally. Lauren co-authored two books with Lucy Calkins. *Bigger Books Mean Amping Up Reading Power* (Heinemann 2015) is part of the 2nd grade reading units of study series. She also pioneered work in content-area-literacy and co-authored another book called *Lab Reports and Science Books* from the 2nd grade writing units of study (Heinemann 2013). Prior to joining the project, Lauren taught on Long Island and for many years in New York City.





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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
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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.





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APPR Recertification Training for Principal and Teacher Evaluators *Presented by Dr. Anne Rullan*

As per the regulations, teacher and principal evaluators are to be re-certified each year. This re-certification workshop for teacher and principal evaluators will provide updated information on APPR regulations during the transition period. Participants will review video on the entire evaluation cycle and how to use evidence for change during the post observation conferences.



DATE: Wednesday, April 3, 2024
TIME: 8:30 – 11:30 am
COST: \$75 for subscribers / \$95 for non-subscribers
AUDIENCE: Previously Certified Principal and Teacher Evaluators
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>



Anne Rullan, Ed.D., is a retired Assistant Superintendent from a public-school district. She has served as president of the Suffolk County Elementary Principals Association and reviewed educational books for the National Association of Elementary Principals. As a former adjunct at Dowling College for the administration leadership program, she has taught courses in Curriculum Development, Personnel, and Educational Research. Her research looked at the relationship of the leadership characteristics to the implementation of reading strategies and how that effects student learning. In her new role of professional development consultant, Dr. Rullan seeks ways to meet the specific needs of districts to reach their learning goals.

Rising Strong: A Resilience Workshop for Educational Leaders *Presented by Duncan Kirkwood*

Join **Duncan**, an expert in resilience training, for a full-day workshop that delves into the transformative theme of "Rising Strong."

Part 1: Grit in Education- As an expert in developing grit and unleashing human potential, Duncan's presentation will create a series of "ah-ha" moments and a steady stream of engagement among your group. Duncan combines military-tested training on resilience with science-backed tools to transform challenges into opportunities for growth.

Part 2: Breaking Free - In this dynamic and transformative session, delve into the realm of breaking free from thinking traps and mastering the art of responding versus reacting. Duncan will lead participants through an exploration of practical strategies to navigate the complexities of modern challenges with resilience and mindfulness.

Part 3: Unlocking the Power of Listening In this transformative and enlightening session immerse yourself in the art of unlocking the power of listening with our expert facilitator, Duncan. In a world filled with noise, cultivating the skill of deep, intentional listening is more crucial than ever.

DATE: Wednesday, April 3, 2024
TIME: 8:30 am – 2:30 pm (buffet lunch included)
COST: \$449 for subscribers / \$499 for non-subscribers
AUDIENCE: Teachers and Administrators of all levels
LOCATION: Instructional Support Center @ Sequoia, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Duncan Kirkwood is a highly regarded global resilience speaker, author, and educator dedicated to inspiring individuals and communities worldwide. While in his last year of undergrad, Duncan enlisted in the Alabama Army National Guard and went on to become a Master Resilience Trainer, where he discovered his passion for helping others build resilience and overcome adversity. This experience inspired him to pursue motivational speaking and personal development. Duncan is the author of "[Rerouting: Resilience Tools and Tactics](#)," a book that provides practical guidance and tools for building resilience and navigating life's challenges. The book has been praised for its practical advice and inspirational message and has helped thousands of people worldwide build resilience and achieve their goals. Duncan is the recipient of the National Policy Innovators in Education "Game Changers Award" for his exceptional work in education and personal development.

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Empower Your Multilingual Students- Refine Your Teaching Practices *Presented by Lizette Roman*

- Unlock New York State Education Department's newly developed **Culturally Responsive-Sustaining (CR-S) Education Framework** by gaining a fully comprehensive & research based training. Learning outcomes include but are not limited to the following:
 - Affirm diverse identities
 - Foster positive academic outcomes such as enabling students to excel academically by refining their abilities in participating in **higher-level Academic Discussions**.
 - Exploring the neuroscience of learning with a specific focus on underrepresented student populations.
- Dive deep into utilizing the **Next Generation Standards for MLL students and unfolding the Advanced Literacy Topic Briefs** produced for NYSED by Nonie K. Lesaux, Ph.D. from Harvard University & Emily Phillips Galloway, Ed.D. from Vanderbilt University.
 - Teachers will learn how to plan for and guide students in creating **Language Production Projects for Project Based Learning**
- Unveiling how to incorporate the Newly released NY Department of Education's **Academic Language Demands** during lesson planning.
 - This will help teachers design **instructional scaffolds** by modality to achieve standards-based language learning targets.

DATE: Friday, April 5, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Grades 3-8 ELL and MLL Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



A proud TESOL member and conference presenter, **Lizette Roman** is recognized as a multilingual learner advocate. She is skilled in bilingual education methodology, culture, and family engagement. Prior to finding Educating with Love, Lizette was an elementary and middle school bilingual educator and MTSS coach in one of the most heavily integrated school districts on Long Island, NY. During one of the most difficult times in history for all educators across America, Lizette Roman was awarded as Teacher of the month for the New York State TESOL Association for her perseverance and efforts to support and advocate for immigrant and newcomer families who struggled to survive the educational system during the beginning stages of the Covid pandemic. She is a strong professional with a master's in educational leadership and administration, currently an adjunct professor for bilingual education at Stony Brook University, NY, and Founder of Educating with Love. Lizette consults & educates teachers of multilingual learners to understand second language acquisition and instructional modifications that are beneficial for their students. Lizette creates and tailors PD to support teachers to thrive, inspire, and LOVE their bilingual students by providing educators with face-to-face workshops, one-on one coaching, online courses, and webinars.



Restorative Circles to Build Communities and Comfortable Learners *Presented by Linda Sommer*

Restorative Circles help students build emotional skills, practice empathy, show the importance of communication and help to build strong relationships. This foundation will lead to mutual respect allowing for comfortable learners who are willing to take risks academically and socially. Ideally, negative behaviors will decrease, and more focus can remain on content and learning.

This workshop will focus on setting up Restorative Circles in your classroom. Participants will discuss expectations/guidelines, take part in a restorative circle and brainstorm ideas that can be brought back to individual classrooms for implementation with students.

DATE: Friday, April 5, 2024
TIME: 8:30 am– 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Middle School Teachers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



I am a recently retired English teacher from Patchogue-Medford School District. While I have taught every grade level in my 32 years of teaching, the bulk of my career has been spent in the middle school classroom. In those years, I have been exposed to all types of learners, and have witnessed the changes in education and student needs. I have been involved in many district initiatives including Restorative Circle training, PBL, Foundational Five, and was a long-standing member of our SCEP committee. I enjoyed working with colleagues and brainstorming about curriculum and creating lessons to engage students.



Artificial Intelligence (ENCORE)

Presented by Andrea Kellman-Bryan

The Artificial Intelligence, CHAT GPT, arrived on our phones and laptops on November 30, 2022 creating a firestorm discussion around Artificial Intelligence in the humanities classrooms across the world. Of course, the initial response was often one of dismay as visions of academic dishonesty plagued English teachers far and wide.

This two-part training is designed to initiate the conversation that we educators ride the wave of AI, and show our students what AI might not be able to do.

Also, what can we do to decrease AI's hold on our students' minds, and in turn, invite them to a world AI wishes it could follow?

Part 1 – April 8, 2024

- Discuss the emergence of artificial intelligence
- Note the growth of artificial intelligence
- Observe specific ills of the tech
- Acknowledge specific capabilities AI might hold

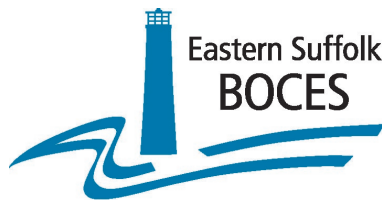
Part 2 – April 11, 2024

- Using the new CHAT GPT: Speaking to a Generative Pre-Trained Transformer
- Transforming those AI shortcomings into pivotal ELA lessons
- Re-thinking and re-creating the AI-Informed ELA classroom

TIME: 4:00 – 6:00 pm (both days)
COST: \$75 for subscribers / \$99 for non-subscribers
AUDIENCE: K-12 English and Social Studies Teachers and Directors/Chairs
LOCATION: Live Online via Zoom
REGISTER: <http://webreg.esboces.org>

Andrea Kellman-Bryan has dedicated her career and services to education. She is a New York State certified English educator with over twenty years of classroom experience spanning from Albany County, Rockland County to Suffolk County on Long Island. She earned her Bachelor of Arts and Masters of Arts degrees from the State University of New York at Albany, and her School District Administration professional certificate in New York State through The College of Saint Rose. She is now a doctoral student at The University of New York at Buffalo's Learning and Teaching in Social Contexts program. Her long-standing need to hone her craft, inside and outside of the classroom, created a strong desire in her to exemplify strong tenets of education leadership through professional development. Subsequently, Ms. Kellman-Bryan focuses her professional development primarily on artificial intelligence in education because she believes that educators have the responsibility to be at the helm of the vast changes Artificial Intelligence brings with it.





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Classroom Management *Presented by Mishka Anderson*

Learning how to manage a classroom is an imperative skill that all teachers must develop to be able to effectively teach to any age group. In this workshop, we delve into creating classroom rules/reinforcers, procedures/routines, effective classroom design and organization, teaching self-regulation strategies, understanding why children misbehave, incorporating behavior interventions, etc.

helloinclusion

DATE: Monday, April 8, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Elementary/Secondary Teachers
COST: \$150 for subscribers / \$199 for non-subscribers (lunch buffet included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Mishka Anderson is a K-20 national and international general/special educator with 20+ years of experience. She holds a B.A. from New York University, MSED from Long Island University and a PhD from University of Texas at Austin in special education. She is an adjunct professor and field supervisor at Teachers College, Columbia University & Hunter College. She has taught 39 undergraduate/graduate courses on differentiating instruction in inclusive classrooms, secondary literacy, the multicultural learner, human exceptionality, childhood development, etc. and coached/taught over 800 preservice and in-service teachers & observed over 1000 lessons in different states & countries.



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But I Don't Speak Spanish: Helping Our Spanish-Speaking Students (even though you don't speak Spanish) *Presented by Amy Benjamin*

This workshop will demonstrate best practices to address the needs of English Language Learners in the general classroom.

Topics will include:

- the basics of second language acquisition
- the relationship between English and Spanish
- what to expect as Spanish speakers transition into English
- how rhythm and physical movement can help to learn a new language
- how knowing Latin word roots will help Spanish speakers as well as native English speakers to learn academic vocabulary



DATE: Tuesday, April 9, 2024
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades K-12 Educators of ELL
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Amy Benjamin taught middle school and high school English for more than thirty years in Westchester, New York. She is the author of numerous books, including *Writing in the Content Areas*, *But I'm Not a Reading Teacher*, *Engaging Grammar*, *Vocabulary at the Core*, and *Focus on Text*. Amy works extensively throughout Long Island, New York, New Jersey, and many other regions. She is a New York State English Council Teacher of Excellence, and a consultant to various professional development providers, including the National Council of Teachers of English.

Math K-5: Geometry

Presented by Nicolle 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 Geometry 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: Tuesday, April 9, 2024
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
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>



Nicolle 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. Nicolle has learned to parallel that ELA model into the math classroom with much success. Presently, Nicolle is an adjunct professor at LIU teaching math and science methodology courses. Nicolle 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.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Putting the Pieces Together: Differentiation-Accommodation-Modification *Presented by Consulting That Makes A Difference*

Is that a differentiated instruction strategy, an accommodation, or a modification? This lively, engaging workshop will clarify this question and offer ways to combine all three within a classroom to support a wide range of learners. Participants will gain a deeper understanding of differentiated instruction and specially designed instruction components. The workshop will explore the implementation of accommodations and teach a paradigm for understanding and creating modifications. Time will be allotted for planning lessons that incorporate the information presented.

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

- Define and understand differentiation, accommodations and modifications
- Identify accommodations that exist in six main areas
- Plan lessons using three types of modifications

DATE: Thursday, April 9, 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>



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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The 1654 Project: The History of Slavery, Racism, Nativism, and Antisemitism on Long Island and their Implications for Today ***Presented by Alan Singer, Ph.D.***

The first enslaved Africans were brought to Shelter Island in 1654. An understanding of history can give insights into addressing contemporary concerns, particularly local history and local concerns. At a time when educators are prioritizing diversity, equity, and inclusion, Long Island has **124** school districts that are often segregated by race, ethnicity, and social class. This session explores the roots of contemporary de facto segregation starting with the original European settlement on Long Island, continuing through New Deal policies and post-World War II suburbanization with the goal of supporting efforts to make our schools and broader communities more welcoming to diversity, equity, and inclusion initiatives. We will conclude with a discussion of ideas for influencing school and district policy and for creating inclusive school cultures.

DATE: Thursday, April 11, 2024
TIME: 8:30 – 11:00 am
COST: \$65 for subscribers / \$85 for non-subscribers
AUDIENCE: K-12 Teachers, Administrators and Support Staff
LOCATION: LIVE ONLINE via ZOOM (Invite will be sent the afternoon prior)
REGISTER: <http://webreg.esboces.org>



Alan J. Singer, Ph.D. is a social studies educator and historian in the Department of Teaching, Learning and Technology at Hofstra University and a former New York City high school teacher. He regularly blogs on Daily Kos and other sites on educational and political issues. Dr. Singer, is a graduate of the City College of New York with a Ph.D. in American history from Rutgers University and the author or co-author of a number of books including Teaching to Learn, Learning to Teach, Social Studies For Secondary Schools, New York's Grand Emancipation Jubilee, and Supporting Civics Education with Student Activism. He was a participating historian in "Defining Moments: The Civil Rights Movement in North Hempstead."



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Teaching Grammar Communicatively, as a Concept and in Context *Presented by Joshua Cabral*

Teachers will learn to teach grammar communicatively and in context. We will explore strategies for integrating grammar instruction into meaningful and authentic communication activities and teachers will have a repertoire of practical techniques and resources to help their students understand grammar as a concept and use it effectively in context.

DATE: Monday, April 15, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: 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.



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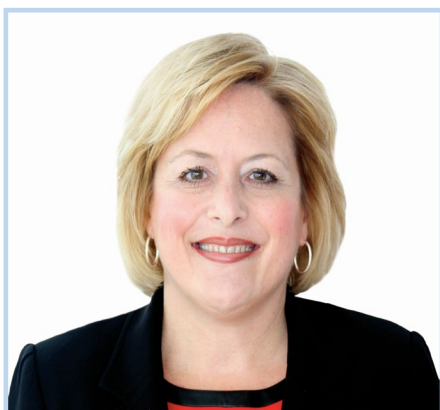
Prioritizing and Unpacking Standards for Clarity and Alignment (Secondary) *Presented by Dr. Angela Peery*

Not all academic standards are equal; some require more instructional time, so they must be prioritized. Priority standards also need periodic review as schools purchase new curriculum materials and face new assessments. The unpacking of priority standards helps teachers deeply understand them so that they can teach them with confidence. This session will help you ensure that you have the correct priority standards and you can unpack them so that they can be placed into efficient learning progressions that can be accurately assessed.

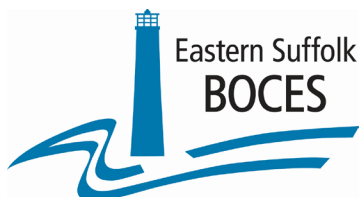
Participants will:

- Apply the four criteria for priority standards (readiness, endurance, leverage, assessment)
- Review, revise, and/or establish priority standards using the four criteria
- Learn how to unpack priority standards in terms of content and skills
- Develop learning targets from the unpacked priority standards
- Place learning targets into learning progressions so that they can be taught effectively
- Assign a level of rigor to each learning target (Bloom's Taxonomy or DOK) to inform assessment
- Plan for next steps

DATE: Tuesday, April 16, 2024
TIME: 8:30 am – 2:30 pm
COST: \$250 for subscribers / \$299 for non-subscribers
AUDIENCE: Grades 6-12
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave., Holtsville
REGISTER: <http://webreg.esboces.org>



Angela is an author and consultant who has worked nationally and internationally to support educators in improving curriculum, instruction, and assessment. She is the author of 16 professional books and has conducted literacy audits in more than a dozen school districts. Before becoming a full-time author and consultant, Angela was an English teacher, administrator, instructional coach, turnaround specialist, curriculum developer, adjunct professor, and National Writing Project co-director. For more than 37 years as an educator, she has remained passionate about ensuring that all students get the instruction that they deserve. Angela resides in the Lowcountry of South Carolina with her husband and pets and, when not working and traveling, enjoys boat rides in the local waters.



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The History of Citizenship in Asian, Pacific Islander, & Desi American History *Presented by Elisha Li*

What does it mean to be a U.S. citizen? What are the Barriers to Citizenship?

Even today, Asian Americans face many barriers and are often left out of larger citizenship discussions. For example, a commonly overlooked point is that there are Asian Dreamers. What barriers do they face? Using the Citizenship unit as a basis, this workshop examines the social construct of race, the definitions of ethnicity, nationality, and citizenship, and constitutional rights. We also explore the barriers APIDA individuals face in realizing citizenship.



Asian, Pacific Islander, & Desi American

DATE: Wednesday, April 17, 2024
TIME: 1:00 pm – 2:30 pm
COST: \$65 for subscribers / \$79 for non-subscribers
AUDIENCE: K-12 Educators
LOCATION: Live Online via Zoom
REGISTER: <http://webreg.esbores.org>



Elisha Li is a 2nd generation Korean-American educator and parent. After growing up in the Philadelphia area, she taught in elementary schools for 14 years in New York City public and private schools. She has mentored new teachers, led her grade team to incorporate Asian-American perspectives in their curriculum, and presented at the NAIS Diversity Conference. She holds a B.A. in Education and Psychology from Swarthmore College and a M.A. from Teachers College, Columbia University.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

They Still Can't Spell?
Strategies for Remediating Spelling Problems at the
Middle and High School Levels
Presented by Amy Benjamin

Yes, spelling does count. Proper spelling conveys the “look of literacy” while poor spelling diminishes the writer’s credibility and causes the reader to pay attention to mistakes rather than meaning. Many teachers in the intermediate and secondary grades are at a loss as to how to incorporate and individualize effective spelling instruction. Come and learn a variety of engaging ways to use mini-lessons, micro-lessons, etymology, games and puzzles, metacognition, classroom visuals, mnemonic devices, word sorts, morphology charting, air writing, and—yes, spelling rules to make students more confident and competent writers and readers. These strategies are particularly applicable for our Spanish speakers, as Spanish spelling, unlike English spelling, closely matches pronunciation.



DATE: Wednesday, May 1, 2024
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades 3-12 Teachers of ELA, ENL, and Special Education
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Amy Benjamin taught middle school and high school English for more than thirty years in Westchester, New York. She is the author of numerous books, including *Writing in the Content Areas*, *But I'm Not a Reading Teacher*, *Engaging Grammar*, *Vocabulary at the Core*, and *Focus on Text*. Amy works extensively throughout Long Island, New York, New Jersey, and many other regions. She is a New York State English Council Teacher of Excellence, and a consultant to various professional development providers, including the National Council of Teachers of English.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Conducting Workshop for Music Teachers *Presented by Dr. Harold Rosenbaum*

This workshop will focus on physical conducting technique as described and demonstrated by Harold Rosenbaum on YouTube at Rosenbaum Conducting. In this training we will also work on rehearsal technique. For this portion of the workshop each participant will be taking a turn in rehearsing with the other participants (“The choir”). Throughout the workshop the presenter will both pose and field questions about scores, diction, phrasing, repertoire, and many other concepts as described at haroldrosenbaum.com/institute.shtml



DATE: Wednesday, May 1, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Music Teachers on all levels (K-12), especially those who conduct ensembles (choirs, orchestras and bands)
COST: \$250 for subscribers / \$299 for non-subscribers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville



Former Professor at Juilliard, Queens College, Adelphi, and University at Buffalo (Professor Emeritus). Honorary doctorate from Queens College. I am known throughout the United States and beyond as a choral conductor. I have conducted high school, college, church, synagogue, youth, senior, community, and professional choirs over the last 50+ years, and have received more than 150 glowing reviews from the NY Times and other important newspapers (you can google that). I am the author of three books, which can be found at Amazon. There is a Harold Rosenbaum Choral Series with G. Schirmer and a New Voices series with Peermusic, of which I am the editor. I have been giving workshops for decades. I am the only living choral conductor to receive Columbia University’s Ditson Conductor Award. Other recipients include Robert Shaw, Leonard Bernstein, James Levine, Alan Gilbert, and many other highly recognizable names. My complete bio can be found at Haroldrosenbaum.com



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

**Weaving Science and Structured Literacy Into a
Comprehensive Core Literacy Curriculum with
Diagnostic and Prescriptive Practices**
Presented by Kerry Leo, Da Vinci Collaborative

This workshop will introduce you to:

- Articulate the fundamentals of the Science of Reading through both the complex and simple view frameworks
- Unpack the five components of reading from definition to assessment and instruction
- Align the language and instructional practices of structured literacy for classroom and small group instruction
- Implement a comprehensive literacy plan



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: Thursday, May 2, 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 EDUCATION AND INFORMATION SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

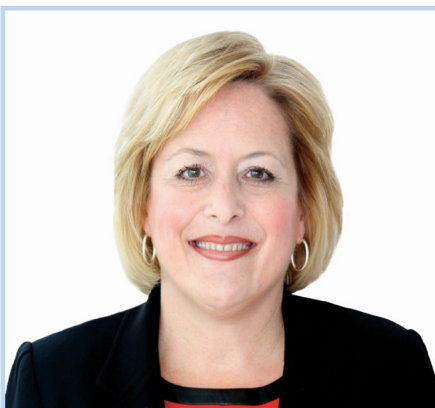
**Prioritizing and Unpacking Standards for
Clarity and Alignment (Elementary)**
Presented by Dr. Angela Peery

Not all academic standards are equal; some require more instructional time, so they must be prioritized. Priority standards also need periodic review as schools purchase new curriculum materials and face new assessments. The unpacking of priority standards helps teachers deeply understand them so that they can teach them with confidence. This session will help you ensure that you have the correct priority standards and you can unpack them so that they can be placed into efficient learning progressions that can be accurately assessed.

Participants will:

- Apply the four criteria for priority standards (readiness, endurance, leverage, assessment)
- Review, revise, and/or establish priority standards using the four criteria
- Learn how to unpack priority standards in terms of content and skills
- Develop learning targets from the unpacked priority standards
- Place learning targets into learning progressions so that they can be taught effectively
- Assign a level of rigor to each learning target (Bloom's Taxonomy or DOK) to inform assessment
- Plan for next steps

DATE: Friday, May 3, 2024
TIME: 8:30 am – 2:30 pm
COST: \$250 for subscribers / \$299 for non-subscribers
AUDIENCE: Grades K-5
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave., Holtsville
REGISTER: <http://webreg.esboces.org>



Angela is an author and consultant who has worked nationally and internationally to support educators in improving curriculum, instruction, and assessment. She is the author of 16 professional books and has conducted literacy audits in more than a dozen school districts. Before becoming a full-time author and consultant, Angela was an English teacher, administrator, instructional coach, turnaround specialist, curriculum developer, adjunct professor, and National Writing Project co-director. For more than 37 years as an educator, she has remained passionate about ensuring that all students get the instruction that they deserve. Angela resides in the Lowcountry of South Carolina with her husband and pets and, when not working and traveling, enjoys boat rides in the local waters.



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Using AI Effectively in the Classroom *Presented by Dr. Andrea Thomas*

This *hands-on* workshop is designed to equip high school teachers and administrators with the knowledge and skills needed to effectively integrate Artificial Intelligence (AI) into their classrooms.

This training will:

- **Demystify AI : Understanding the Basics of AI**
- **Explore AI in Education: How AI can enhance teaching and learning experiences**
- **Engage in activities that demonstrate hands-on AI Tools and platforms relevant to education**
- **Provide guidelines for effectively integrating AI into lesson plans while addressing potential challenges and ethical considerations**



DATE: Friday, May 3, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers (includes buffet lunch)
AUDIENCE: Secondary Teachers and Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Dr. Andrea Thomas is an educational leader for global learning, innovation, and virtual exchange working with educators and administrators to develop global programming and opportunities for international collaboration through faculty professional development. Andrea is a seasoned educational leader with the capacity to transform innovative ideas into actionable success. She brings 18+ years of diverse leadership experience spanning international development, multilateral diplomacy, education, and corporate engagement. Dr. Thomas can support organizational leadership, project management, capacity building, workforce development, and intercultural learning.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Using Writing to Promote Thinking in the Content Area Classroom *Presented by Dr. Karen Buechner*

In this interactive workshop, content area teachers in grades 7-12 will take a close look at the skills that can maximize the literacy development of their adolescent learners. Backed by years of research, the Science of Reading initiative harnesses the potential of what we know about effective literacy instruction. In the content area classroom, our students need the appropriate literacy skills essential for reading complex text and understanding difficult concepts. This workshop acknowledges the reality that teachers are often competing with 21st-century literacies, making it challenging to engage students in classroom content. One of the main goals of this workshop is to offer teachers practical methods that will increase student interest in academic content through reading and writing.

Teachers will leave this workshop being able to:

- Design instruction and implement strategies that support the literacy development of all students
- Cultivate a learning environment that is culturally responsive and supports the social-emotional development of students.
- Learn how implementing reading and writing activities can enhance their day-to-day instruction.

DATE: Monday, May 6, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Grades 7-12 Educators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Dr. Karen Buechner is an adjunct professor in the English Education Department and the Program of Writing and Rhetoric at SUNY Stony Brook. After teaching secondary ELA for thirty years, she continues to consult for the OWL Teacher Center and Eastern Suffolk BOCES. Her areas of expertise include literacy education, particularly writing instruction, student-centered learning, and classroom discourse. She has presented numerous professional workshops on secondary literacy throughout Long Island and NYC. As a fellow of the Long Island Writing Project, she has been instrumental in implementing professional development in schools across Long Island.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Creating Engaging Blended Learning Lessons: **Using Technology in Purposeful Ways to Support Face-to-Face Learning** *Presented by Ed Dougherty*

This is a high-energy experience and “make it take it” session! Educators will learn about blended learning and best practices through an exploratory demo lesson filled with engaging strategies and techniques you can implement tomorrow. We will discuss ways that you can differentiate learning for your students by leveraging blended learning and instructional technology software. Lastly, educators will revamp a lesson or unit to test their newly learned skills from the session with students and have time to work with the presenter to brainstorm ideas.

- Explore the key principles of blended learning and the various models for implementation
- Improve student engagement and academic success with blended learning best practices
- Maximize instructional time with educational technology software and blended learning techniques

DATE: Wednesday, May 8, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades 3-12 Educators
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.



Educational Services That Transform Lives

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

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Unpacking the New York State Literacy Initiative Briefs for Elementary Schools

Presented by Deborah Linscott-Feinstein and Lauren Kolbeck

New York State is leading the way and supporting educators with research based literacy practices. Understanding the science of reading and debunking common myths is important when reflecting on our practices and planning for the future. On this day, participants will explore and discuss each of the 7 literacy briefs with an emphasis on unpacking the 'Big 6' High Impact Instructional Practices, being culturally responsive and cultivating learners' social and emotional learning. The Briefs will help us synthesize approaches that provide rigorous and challenging applications for our students.

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

Deborah Linscott-Feinstein has been an elementary teacher, literacy specialist and coach on Long Island for over 20 years. She has created elementary and college level curricula to foster best practices in reading, writing and assessment. Her exuberance in presenting workshops sparks participatory audiences and practical outcomes. Deborah has authored nonfiction and personal narrative writing units, and a mentor author study for Schoolwide, Inc. As a liaison to Teachers College for over 25 years, she helped pioneer school district practices and build capacity. Her credentials include graduate degrees in literacy and school building administration. She works as a literacy consultant in New York and Connecticut.



Lauren Kolbeck is a literacy consultant who specializes in balanced literacy. For over a decade, she has worked as a lead staff developer at the Teachers College Reading and Writing Project. She works closely with teachers, coaches, and school leaders to support state-of-the-art reading and writing workshops. She works with schools both nationally and internationally. Lauren co-authored two books with Lucy Calkins. *Bigger Books Mean Amping Up Reading Power* (Heinemann 2015) is part of the 2nd grade reading units of study series. She also pioneered work in content-area-literacy and co-authored another book called *Lab Reports and Science Books* from the 2nd grade writing units of study (Heinemann 2013). Prior to joining the project, Lauren taught on Long Island and for many years in New York City.

ELLs, MLLs, and Special Education in Grades K-5: **Practical Strategies for Educators (ENCORE)**

Presented by Dr. Selene Yoel, Founder and Director, New York Speaks

In this, training teachers will:

- Identify and understand typical vs. Atypical Language Acquisition in MLL Students
- Learn how to determine if there is a Difference or a Disorder
- Develop an understanding of how to effectively utilize Speech and Language Strategies for Classroom Teachers with IEPs
- Learn how to provide RTI/MTSS for MLLs/ ELLs
- Be given valuable resources to inform their instruction when ELLs/MLLs are struggling with language and literacy-based tasks in the classroom.
- Learn the importance of advocacy for Culturally and Linguistically Diverse families and students and will have resources to provide to students and their families.

DATE: Friday, May 10, 2024
TIME: 8:30 am – 2:30 pm
COST: \$149 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades K-5 ELL/MLL and Content Area Teachers; Special Education Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Dr. Selene Yoel is a licensed and certified bilingual speech language pathologist and TESOL Educator with over 15 years' experience combined in the field of speech-language pathology and education. She is the Founder & Director of NY Speaks, an agency focusing on the assessment and treatment of bilingual/bicultural children that serves the pediatric population in NYC, Nassau, and Suffolk Counties. She completed her doctorate in Speech-Language Pathology at Northwestern University with a concentration in supporting multilingual learners and improving access to services. Selene earned her Master's Degree from Adelphi University in Communication Sciences and Disorders with her Bilingual Extension in Spanish. She also holds a Master's in Teaching English to Speakers of Other Language (TESOL) from Long Island University and holds permanent NYS Certification in these areas. Areas of clinical interest include: culturally responsive assessments, student/client advocacy, Response to Intervention, and parent/teacher training and coaching.

Empowering MLL/ELL Students: Dynamic Strategies to Achieve Academic Growth *Presented by Lizette Roman*

Educating with Love was founded with the mission to be a valuable resource in supporting teachers with effective and research-based sustainable methods including but not limited to translanguaging, scaffolding, and SIOP methods to thrive, inspire, engage, and love their multilingual and title 1 student through a culturally responsive lens all while fostering positive academic outcomes.

In this specific training, we will Explore Cutting-Edge Strategies to Support English Language Learners' academic advancement!

Join us for an interactive session designed to equip educators at all levels with powerful tools to assist English Language Learners (ELLs) in grasping academic content. We will dive deep into the significance of teaching academic vocabulary and discover innovative scaffolding techniques tailored to support ELLs in the mainstream classroom.

Enhance your teaching practices and boost student success!

DATE: Friday, May 10, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Grades K-8 Teachers of ELL and MLL's
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



A proud TESOL member and conference presenter, **Lizette Roman** is recognized as a multilingual learner advocate. She is skilled in bilingual education methodology, culture, and family engagement. Prior to finding Educating with Love, Lizette was an elementary and middle school bilingual educator and MTSS coach in one of the most heavily integrated school districts on Long Island, NY. During one of the most difficult times in history for all educators across America, Lizette Roman was awarded as Teacher of the month for the New York State TESOL Association for her perseverance and efforts to support and advocate for immigrant and newcomer families who struggled to survive the educational system during the beginning stages of the Covid pandemic. She is a strong professional with a master's in educational leadership and administration, currently an adjunct professor for bilingual education at Stony Brook University, NY, and Founder of Educating with Love. Lizette consults & educates teachers of multilingual learners to understand second language acquisition and instructional modifications that are beneficial for their students. Lizette creates and tailors PD to support teachers to thrive, inspire, and LOVE their bilingual students by providing educators with face-to-face workshops, one-on one coaching, online courses, and webinars.



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.