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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

APPR TRAINING FOR PRINCIPAL AND TEACHER EVALUATORS **2024-2025 SCHOOL YEAR**

Annual Recertification Training for Principal and Teacher Evaluators

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>	<u>PRESENTER</u>
August 8	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
August 14	8:30-11:30 am	ZOOM	Dr. Anne Rullan
August 22	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
August 27	8:30-11:30 am	ZOOM	Dr. Anne Rullan
September 12	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
September 19	8:30-11:30 am	ZOOM	Dr. Anne Rullan
September 27	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
October 8	8:30-11:30 am	ZOOM	Dr. Anne Rullan

New Teacher Evaluator – Virtual Training

(For those individuals who are new to evaluating teachers for the 2024-2025 school year)

<u>DATES</u>	<u>TIME</u>	<u>LOCATION</u>	<u>PRESENTER(S)</u>
October 9-10 (must attend both sessions)	8:30 – 11:00 am	ZOOM	Dr. Peggie Staib Emma Klimek (asynchronously)

New Principal Evaluator - Asynchronous Training

(For those individuals who are new to evaluating principals for the 2024-2025 school year)

<u>DATES</u>	<u>LOCATION</u>	<u>PRESENTER</u>
August 20 - December 20	Online – self-paced	Emma Klimek



To register: <http://webreg.esboces.org>

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Summer Institute 2024: Demystifying the Science of Reading: **Practical Knowledge and Strategies for Educators** ***Presented by The Living Literacy Network***

This **three-day** summer institute designed for K-8 educators interested in the latest research on how we learn to read will leave participants feeling empowered with the knowledge and tools to support all students on their reading journey. Over the course of the three days we will study the five pillars of reading: phonemic awareness, phonics (including alphabetic principle and orthography), fluency, vocabulary, and comprehension. Within each “pillar” we will give recommendations and practical models for assessments, small group instruction, and progress monitoring. Regardless of your current curriculum, this institute can serve as either a starting point or a place to refine your practice with a research-aligned approach to how children learn to read.

DAY 1:

- SOR Overview
 - The five pillars of reading
 - Scarborough’s Reading Rope
 - The Simple and Active Views of reading
- Phonemic awareness

DAY 2:

- Phonics
- Fluency

The Living Literacy Network



DAY 3:

- Vocabulary
 - Tiers of instruction
 - Morphology
- Comprehension
 - Connection to executive functioning
 - Importance of background knowledge and knowledge building

DATE: August 1, 6, and 8 (must attend all three days)
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
AUDIENCE: K-8 Teachers of ELA Directors, ELA Chairs
COST: \$549 for subscribers / \$599 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Erik Lepis, Michelle Stone, and Kirsten Widmer, co-founders of The Living Literacy Network consult regionally, nationally, and internationally to provide professional development to teachers and leaders on a wide range of literacy topics. With 30 years of experience as teachers and coaches in a variety of urban and suburban settings across grades K-8, and advanced degrees with certifications in early childhood education, general and special education, literacy, educational leadership, Orton Gillingham, Foundations, as well as credentials in the science of teaching reading, the powerhouse team offers schools support and solutions for a wide range of complex needs. They work closely with schools and districts to help leaders develop a vision for literacy instruction, raise student achievement, and lead school-wide change through the teaching of reading and writing. Their work includes curriculum writing, demonstration teaching, coaching, and leading study groups in all aspects of literacy implementation, grades K-8. They published Informational Writing Mini-Lessons: Your Go-To Guide for Flexible, High-Impact Instruction in 2022.



Foundations® Level K & 1* Workshop

Presented by Allison McAvoy, Southeast Reading Center, LLC

This full-day Foundations® level-specific workshop will provide the practice and guidance needed to effectively begin teaching the Foundations® curriculum for Level 1.

At the completion of the workshop, participants will:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations® instruction.
- Identify the skills taught in Foundations® Level 1: phonemic awareness; the alphabetic principle; sound mastery; ways to form the key linkages-letter name; formation and sound; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; manuscript handwriting; spelling, and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily Level 1 learning plan and practice lesson activity procedures.
- Be able to build a learning focused classroom: by maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging artisanship for optimum outcomes.

***The presenter will differentiate for each grade level as needed throughout the workshop.**



DATE: Wednesday, August 7, 2024
TIME: 9:00 am – 2:00 pm
COST: \$279 for subscribers / \$329 for non-subscribers
AUDIENCE: Elementary Teachers, Reading Specialists, Special Education Teachers
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>



Foundations® Level 2 & 3* Workshop

Presented by Allison McAvoy, Southeast Reading Center, LLC

This full-day Foundations® level-specific workshop will provide the practice and guidance needed to effectively begin teaching the Foundations® curriculum for Level 2.

At the completion of the workshop, participants will:

- Have a solid background knowledge and understanding of the research base supporting the why and how of Foundations® instruction.
- Identify the skills taught in Foundations® Level 2: phonemic awareness; the alphabetic principle; sound mastery; ways to form the key linkages-letter name, formation and sound; phonics and word study; vocabulary; high frequency/trick words; fluency; comprehension strategies; manuscript handwriting; spelling, and punctuation.
- Understand the principles of instruction: explicit, sequential, and cumulative instruction that engages multiple learning modalities with multisensory instruction, repetition, and immediate, specific feedback.
- Prepare a daily Level 2 learning plan and practice lesson activity procedures.
- Be able to build a learning focused classroom: by maximizing instructional time, learning lesson activities, using questioning to guide student learning and mastery, and encouraging artisanship for optimum outcomes.

***The presenter will differentiate each grade level as needed throughout the workshop.**



DATE: Thursday, August 8, 2024
TIME: 9:00 am – 2:00 pm
COST: \$279 for subscribers / \$329 for non-subscribers
AUDIENCE: Elementary Teachers, Reading Specialists, Special Education Teachers
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Transforming Faculty Meetings ***Presented by Pat Pollack, Schoolwide, Inc.***

This workshop will focus on energizing your school staff meetings by making them meaningful and drawing on teachers' collective expertise.

Takeaways/outcomes:

- Maximize collaboration, communication and learning
- Ways to inspire collegial sharing of ideas
- Showcase best practices
- Elevate social and emotional learning
- Review literacy best practices
- Build in opportunities for identity and agency work
- Discuss ways to ensure that teachers understand all of the ways to provide experiences that reach and engage ALL learning styles

DATE: Monday, August 12, 2024
TIME: 12:00 – 2:30 pm
COST: \$99 for subscribers / \$149 for non-subscribers
AUDIENCE: K-8 Building and District Administrators
LOCATION: Live Online via Zoom (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>



Pat Pollack is the Director of Professional Development, a Senior Product Developer, and a Content Editor at Schoolwide, Inc. Pat was an elementary classroom teacher for over 19 years. From there she began a career as an administrator, holding several different titles, such as Assistant Principal, Principal, and Director of Curriculum, in various districts in New York and New Jersey. Pat holds a Bachelor of Science degree in Elementary Education/ Psychology from SUNY Oswego, a Master of Science degree in Reading and Literacy from St. Thomas Aquinas College, and a Certificate of Advanced Study in School Administration and Supervision from SUNY New Paltz.

Throughout her educational career, Pat has presented regularly at Board of Education meetings, teacher staff development sessions, and local as well as regional and national conferences. Because of her dedication to education, Pat received the Jenkins Lifetime Achievement Award for a Distinguished Educator/Community member.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

A Repair Kit for Grading: 15 Fixes for Broken Grades *Presented by Becky Peppler*

In our ongoing commitment to excellence in education, it is essential for educational leaders and administrators to ensure effective and accurate assessment of student achievement. This workshop is tailored to empower educational leaders with strategies and insights for implementing CALM (Consistent, Accurate, Learning-focused, and Meaningful) grading practices throughout their schools or districts. Drawing inspiration from Ken O'Connor's revised "A Repair Kit for Grading: 15 Fixes for Broken Grades," this workshop provides an in-depth exploration into transforming grading practices. Participants will delve into each of the 15 Fixes, gaining practical examples and strategies for enhancing grading systems.

In this workshop, you will:

- Gain a thorough understanding of CALM Grading practices and their role in enhancing educational experiences across schools and districts.
- Analyze current grading practices and develop plans to address aspects that may inaccurately reflect academic achievement.
- Explore and apply templates and strategies to enhance the quality and organization of evidence in student achievement assessment.
- Discuss and identify solutions for grading practices that may lead to long-term inconsistencies within the educational system.

DATE: Tuesday, August 13, 2024
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
AUDIENCE: K-12 Teachers / Administrators
COST: \$349 for subscribers / \$399 for non-subscribers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>



Becky Peppler is the Director of FIRST Education STAGR (Standards, Targets, Assessment, Grading & Reporting) Center (a division of FIRST Educational Resources). Becky Peppler's educational background began as a Chemistry and Forensic Science teacher. She later elevated to an instructional coach and the distinguished role of the 6-12 Science Curriculum Chair. Honored with the Excellence in Science Education Award from Wisconsin, Becky's innovation didn't stop there. She was instrumental in spearheading the shift of the Winneconne Community School District towards Target Based Grading. This initiative, along with her expertise in meaningful assessment, has positively impacted hundreds of school districts nationwide. Becky's vision for education encompasses the belief that all students, regardless of their backgrounds or circumstances, should have the opportunity to thrive academically and personally. In addition to her career in education, Becky Peppler is also a co-author of the "STAGR Process Roadmap Laminated Guide" in collaboration with Dr. Garth Larson and Ken O'Connor. This guide is a testament to her commitment to providing practical resources and tools to educators, enabling them to excel in their professional journey.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Wilson Reading System® Introductory Course ***Presented by a Wilson Certified Trainer from Building Bridges***

This course provides participants with an overview of the Wilson Reading System® (WRS) 4th Edition curriculum and serves as the prerequisite for WRS Level I Certification. Over three consecutive days (16.5 hours), this course examines how WRS addresses the teaching of phonemic awareness, word identification, vocabulary, fluency, and comprehension through an integrated study of phonology, morphology, and orthography with students in grade two and above with persistent phonological coding deficits.

Participants learn about reading research, dyslexia, appropriate student identification and placement, program implementation, progress monitoring, scheduling, and creating a successful learning environment. Principles of language structure and how to teach language with direct, multisensory methods are demonstrated and practiced during the course. Participants explore the standard 10-part Wilson Lesson Plan and practice planning and delivering a lesson while receiving modeling and feedback from a Wilson® Credentialed Trainer during the course.

Upon completion of the course, participants will be able to:

- Define dyslexia and describe common characteristics.
- Explain the process of identifying appropriate students and placing them in the Wilson Reading System.
- Understand the principles of instruction: explicit, sequential and cumulative, engaging multiple learning modalities with multisensory techniques, repetition, and feedback.
- Create an optimal learning environment, prepare a lesson plan, and practice techniques.
- Understand the key components of instruction and presentation of lessons in three blocks:
 - **Block 1 – Word Study/Foundational Reading Skills: Lesson Plan Parts 1-5**
 - Phonemic Awareness, Decoding, Vocabulary, High Frequency Word Reading, Single-Word Accuracy/Automaticity, Phrasing/Prosody, Fluency and Comprehension at the Sentence Level
 - **Block 2 – Spelling/Foundational Writing Skills: Lesson Plan Parts 6-8**
 - Phoneme Segmentation, Encoding (Spelling), English Spelling Rules, High Frequency Word Spelling, Vocabulary, Concept Mark Up, Sentence-Level Punctuation and Proofreading
 - **Block 3 – Fluency/Comprehension: Lesson Plan Parts 9-10**
 - Vocabulary, Listening/Silent and Oral Reading Fluency and Comprehension, Narrative and Informational Text

THIS COURSE IS THE PREREQUISITE FOR WILSON LEVEL I CERTIFICATION

DATES:	August 13, 14 and 15, 2024 (must attend all 3 days)
TIME:	8:30 am – 3:00 pm
COST:	\$679 for subscribers / \$729 for non-subscribers (includes buffet lunch)
AUDIENCE:	Elementary Teachers, Reading Specialists, Special Education Teachers
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esbores.org
CTLE:	Content



**DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM**

**K-12 Principals and Instructional Leaders: Strategies for Strengthening
Math Supervision and Engendering a Culture of STEM**

Presented by Dr. Selma K. Bartholomew, “Dr. B”/ Legacy Pathways LLC

Principals and instructional leaders must help teachers critically reflect on classroom practices and student outcomes. Empowering principals and instructional leaders with a clear framework will help them challenge teachers’ ingrained beliefs about student achievement. This workshop will help instructional leaders develop a framework for understanding the ARC of Math and STEM instruction. The workshop will deepen leaders’ understanding of culturally relevant pedagogy so they can engender stronger relationships with students, parents, and communities. In particular, attendees will learn to articulate the current state and a future shared vision of Math/STEM education with their teachers.

Workshop Outcomes and questions include:

- What is the ARC of a Math/STEM Lesson?
- How do we engender a culture of math and STEM?
- What to look for in a math lesson?
- How to check for student understanding? Voice? Fluency? Confidence?
- What are the habits of mind of problem-solvers?
- How to give meaningful and targeted feedback to educators?

DATE: Tuesday, August 20, 2024
TIME: 8:30 am – 2:30 pm
COST: \$225 for subscribers / \$275 for non-subscribers (includes buffet lunch)
AUDIENCE: Principals, Assistant Principals and Instructional Leaders
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Dr. Selma K. Bartholomew, affectionately known as Dr. B., is a visionary educator, accomplished leader, and seasoned mathematician. With over 25 years of unwavering commitment to education, she currently serves as the president of Legacy Pathways, an innovative education company on a mission to end the achievement gap in Math and STEM. Dr. B.'s expertise spans across all levels of mathematics education, having imparted knowledge and inspiration to students and educators at various stages of their academic journeys. In addition, Dr. B. has also taught high school physics and at the university level. At the core of Dr. B.'s philosophy is her dedication to fostering collaboration, trust, and bravery within educational spaces. She values the voices of educators and their lived experiences in developing confident scholars. She believes that life is not only about work, as educators we have to make time to renew and recharge. She is currently exploring the world of hot yoga and embracing the mental benefits of the practice.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Making the Most of Faculty Input

Presented by Jeffrey Benson

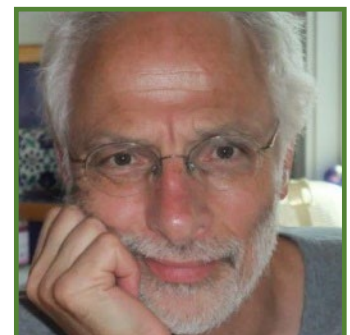
There is so much wisdom in any school's faculty to support the daily work of administration—but without shared language and predictable methods, school leaders can be overwhelmed by faculty input, with the loudest voices too often seeming to be the most contrary. Some principals then shy away from sharing ideas, retreating into silence. Some develop a small and trusted inner-circle of supporters, and they hatch all the plans, alienating staff. Others listen with increasing dismay to the staff's reactions and stubbornly say, "I'm doing it anyway."

In this interactive 3-hour virtual workshop, veteran educator, author, and principal coach Jeffrey Benson provides a framework, very relevant theory of schools as organizations, and specific tools to leverage staff wisdom and commitment. Participants will learn:

- How to identify and lead with shared interests that unite a school community
- A menu of methods to gain staff input and feedback
- When to insist on uniformity, when to provide guidelines, and when to support professional decision-making for staff buy-in

DATE: Wednesday, August 21, 2024
TIME: 9:00 am – 12 noon
COST: \$125 for subscribers / \$150 for non-subscribers
AUDIENCE: School and District Administrators and Leaders
LOCATION: Live Online via Zoom (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>

Jeffrey Benson has over forty years of experience as a teacher, mentor, and school administrator; his passion is supporting schools to be more successful with more students. He is an internationally known author, including the books "Hanging In--Strategies for Working with the Students Who Challenge Us Most;" "Ten Steps for Managing Change in Schools;" "Teaching the Whole Teen: Everyday Practices that Promote Success and Resilience in School and Life;" "Improve Every Lesson Plan with SEL;" and "Hacking School Discipline Together." Jeffrey is often hired to lead school change initiatives, facilitating interdisciplinary teams that convert long-standing dilemmas into cutting edge growth and community building. He is a member of the ASCD faculty, is frequently published in education journals, and speaks at conferences on such topics as working with challenging students, integrating SEL into everyday practices, and the science of learning and teaching. His website is www.JeffreyBenson.org.





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WRS Level I Online Certification with Web-Based Practicum – Cohort 1

Presented by Aimee Gandee, Wilson Certified Trainer

**** Prerequisite:** Wilson 3-Day Introductory Workshop must have been completed within the last five years in order to participate in Level I Certification training.**

WRS Level I Online Certification with Web-Based Practicum involves online coursework and live web-based lesson observations with a Wilson Trainer, and at minimum, 65-lessons with a Wilson approved practicum student (Note: the practicum student must be in 4th grade or above). **Must register by September 9th.**

For further details about the WRS Level I coursework, visit:

<https://www.wilsonlanguage.com/professional-learning/individual-teacher-support/wrs-level-i-certification/>

Level I Completion Requirements*

- WRS Intensive Instruction for the Non-responsive Reader (Steps 1-6) - online course, 90 hours total
- WRS Steps 1-6 Practicum: 65+ completed lessons
 - Pretesting report, including educational history and current test results of practicum student (practicum student must be approved by the assigned Wilson® Credentialed Trainer)
 - 1:1 student instruction with a minimum of 65 lessons with a lesson plan written for each lesson
 - Five teacher/student observations, as scheduled by the Wilson® Credentialed Trainer (each observation approximately one hour in length)
 - Development of Teacher Binder and Student Portfolio in accordance with WLT program standards
 - Demonstration of mastered lesson plan procedures (documented by Wilson® Credentialed Trainer)
 - Demonstration of understanding of language concepts through accurate teaching with multisensory procedures
 - Demonstration of student mastery of decoding/encoding skills, the development of fluent reading with connected text and comprehension of both narrative and informational text
 - Posttesting and submission of practicum student report after
 - A minimum of 65+ lessons and achievement of WRS Substep 4.2
 - WRS Level I coursework must be completed within 12 months from the original enrollment date

DATE:	START DATE: September 9, 2024 (all coursework must be completed within 12 months) A 'Start Up' meeting will be held live online via Zoom on Thursday, September 12, 2024 from 12noon – 3:00pm; it is suggested that all registrants participate. (Invite will be sent the afternoon prior)
COST:	\$3299 for subscribers / \$3350 for non-subscribers **Materials not included** Materials required: WRS Introductory Kit and WIST (visit links below) https://store.wilsonlanguage.com/wilson-reading-system/steps-1-6/instructional-kits/ https://store.wilsonlanguage.com/word-identification-and-spelling-wist-kit/
AUDIENCE:	Literacy Teachers, Reading Teachers and Special Education Teachers who have completed the WRS Introductory Workshop within the last five years
LOCATION:	ONLINE
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy and Content (90 Hours)



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Literacy Coach and Lead Teacher Cohort *Presented by Lauren Kolbeck*

Literacy coaches and lead teachers are essential in supporting the literacy vision. The goal of this cohort is to explore the following:

- Use current research and best practices to drive professional development
- Build and practice a repertoire of effective coaching methods to support teachers
- Plan cycles of professional development
- Differentiate support based on needs of teachers
- Plan professional development workshops
- Collaborate and network with fellow literacy coaches

We will explore the NYS literacy briefs and explore the high impact instructional practices. They include:

- collaborative and culminating projects, performances and celebrations
- text-based discussions and writing opportunities.
- engagement with a variety of high interest, diverse and complex texts
- Phonological awareness, phonics, spelling, and word study skill-building
- Fostering understanding of print conventions, features, and functions
- Strategies for building automaticity and fluency in reading
- Reading-writing connections

***This cohort will meet for 3 full day sessions across the school year. Our first meeting will take place at ESBOCES. The remaining sessions will take place at selected schools within the cohort.**

DATE: First Meeting-September 18, 2024, ***Second & Third Dates/Meeting Location TBD**
TIME: 8:30 am – 2:30 pm
AUDIENCE: K-6 Lead Teachers, Literacy Coaches, Literacy Specialists, and Admins
COST: \$399 for subscribers / \$449 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy

Lauren Kolbeck is a passionate educator with over 25 years experience as a classroom teacher, reading teacher, literacy coach and staff developer. Creating classrooms where students have the skills for success and a love for learning is her goal. Currently, she works with schools across Long Island. Lauren has worked in rural, urban and suburban schools across the U.S. She has also supported schools internationally in Sweden, Hong Kong and Singapore. For over a decade she has worked as a lead staff developer at Teachers College where Lauren co-authored two books in the Units of Study series.





DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Unpacking the New York State

Literacy Initiative Briefs for Literacy Leaders

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. We will focus on Brief 7 and the literacy action steps to reflect on current practices and make plans for the future. The Briefs will help us create plans that provide rigorous and challenging applications for our students.

DATE: Thursday, September 26, 2024
TIME: 8:30 am – 2:30 pm
COST: \$199 for subscribers / \$249 for non-subscribers (includes buffet lunch)
AUDIENCE: Administrators, Coaches, and Lead 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.



Teacher Mentor Training

Presented by Dr. Peggie Staib and Laura Grable

This one-day interactive workshop will train master teachers to be effective mentors. We will explore the stages of development in new teachers and work on a variety of strategies to support them.

The agenda includes:

- The roles of the mentor and intern
- New teacher challenges
- Emotional phases of teaching
- Opportunities for growth
- Stages of concern
- Communication skills
- Supervision vs Evaluation
- Holistic Coaching:
 - Visitations to provide effective feedback
 - Planning and organizing to support new teachers



DATE: Thursday, September 26, 2024
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades Pre-K–12 Educators and Administrators
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>

Dr. Peggie Staib brings 28 years of experience as an in district Assistant Superintendent, a regional Associate Superintendent overseeing services provided to 51 districts, building-level administrator, content-level leader and elementary teacher to her passion for collegially-based professional development. Over the years, Dr. Staib worked collaboratively with both administrators and teachers to develop programs to advance student engagement and achievement, as well as increasing teacher and leader capacity. She has developed and led district-level mentoring and induction programs that have engaged hundreds of teachers and administrators in working collegially, sharing best practices and unpacking research to apply and further develop their practice. She co-authored the Immigrant Project which was shared and presented throughout New York State in schools, libraries and at the college level.



Laura Grable is a retired World Languages teacher having taught Middle School Spanish at the Riverhead Central School District. During her last 8 years in Riverhead she served as Project Coordinator for New York State's MTIP (Mentor Teacher Internship Program) and was one of two full time mentors supporting an average of 48 teachers yearly. She worked to develop the program to align with the State's MTIP, and to extend support throughout teachers' probationary period. Following her retirement in 2010, Laura continued to serve as the Coordinator of Riverhead's Mentoring Program until June of 2019. Currently, Laura provides interpretation services for both the Riverhead and Westhampton school districts at CSEs and CPSEs. Her cultural background and native Spanish language has been an asset to both the districts and the families whom these services support.

Introduction to Leveled Literacy Intervention (LLI) Grades K-5+ **From Struggle to Success: Transforming Readers with LLI** ***Presented by Kristina Seeley***

Leveled Literacy Intervention (LLI) is a rigorous, small group, supplementary, literacy intervention designed for students who find reading and writing difficult and need intensive teaching to achieve grade-level proficiency. In this workshop, participants will receive three-days of intensive training (two days of start-up training and one follow-up day) on the LLI systems K-5+ and will learn specific skills and strategies to address the needs of readers who are not yet at grade-level proficiency. Accelerated results in reading come from collecting quality data through formal and informal assessment, analyzing data for specific strengths and teaching opportunities, and teaching with intention as we pair quality resources in LLI with student needs.

Must attend all 3 days
Materials not included

This **three-day** training includes:

- ✓ An introduction to the LLI systems and what research has shown to be effective instruction for readers that need more support.
- ✓ Clear rationales for the instructional procedures in the LLI systems—systematic phonics instruction, fluency, comprehension, vocabulary development, and writing about reading—and how they all contribute to the reader's development of an effective processing system.
- ✓ Opportunities to observe, discuss, and practice using the lesson frameworks, instructional procedures, and resources in the LLI systems.
- ✓ A focus on supporting students to develop strategic actions for processing text using a gradient of high quality fiction and nonfiction texts, written explicitly for the LLI systems.
- ✓ Specific instruction on the assessment and record keeping in the LLI systems that is crucial to inform teaching decisions and maximize effectiveness.
- ✓ An introduction to the Online Resources website for accessing materials and the LLI Data Management.

DATES: October 8 & 9 AND December 3, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Teachers of Reading Grades K- 5+ (primary and intermediate levels)
COST: \$749 for subscribers / \$849 for non-subscribers (includes buffet lunch)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
CTLE: Pedagogy
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!



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Empowering Educators: Strategies for Fostering Self-Regulated Learning to Engage and Elevate Every Student ***Presented by Mubina Khan Schroeder***

"Empowering Educators: Strategies for Fostering Self-Regulated Learning to Engage and Elevate Every Student," is a professional development workshop tailored for educators and school stakeholders dedicated to cultivating motivated and self-regulated learners. This session will dive deep into the heart of self-regulated learning, offering a wealth of instructional strategies that encourage students to take charge of their educational journey. By weaving the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies into our teaching methodologies, we aim to empower students with the skills necessary for self-awareness, self-management, and responsible decision-making. Participants will learn about strategies designed to foster a classroom environment that promotes autonomy, resilience, and a lifelong passion for learning, ensuring that each student not only achieves academic success but also becomes a motivated, self-regulated learner.

DATE: Thursday, Oct. 17, 2024
TIME: 8:30 am – 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: K-12 Teachers, and Special Education Teachers across the content areas
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Mubina Khan Schroeder, a distinguished academic with a rich background in cognitive sciences, pedagogy, and educational technology, is a faculty member at Molloy University, New York. Through her extensive experience in the New York City public school system and her current roles, she shapes future educators by teaching graduate and doctoral courses in cognitive sciences, science pedagogy, and neurodiversity. As co-director of the Cognition and Learning Lab at Molloy (CogLe), Dr. Schroeder spearheads the fusion of academic research with technological advancement, fostering collaborations with leading institutions to push the envelope in educational technology. Her research delves into AI and Horizon Technologies'

potential to tackle modern educational challenges, including cognitive apprenticeship models in science education and human-computer interaction to boost student engagement. Dr. Schroeder is instrumental in integrating the UN's Sustainable Development Goals into educational frameworks worldwide, promoting science career engagement, and has partnered with organizations like Brainology, the Berkeley Lab, and the Federal Reserve Bank of New York. Additionally, Dr. Schroeder runs the Molloy University Social Emotional Learning Certificate Program, leveraging her expertise to enhance learning environments and champion cognitive science and education innovation.



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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Phonics Instruction for Secondary Classes ***Presented by Mishka Anderson, Ph.D.***

In this interactive workshop, secondary teachers (regardless of subject area) will develop their practical, methodological, and evidence-based knowledge on how to incorporate phonics instruction in their classes. Teachers will be taught the various approaches to phonemic awareness/phonics instruction, how to assess students using various practical tools, decoding/encoding strategies, and activities, etc.

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DATE: Friday, October 18, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Secondary Teachers across the content areas
COST: \$150 for subscribers / \$199 for non-subscribers (lunch buffet included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreq.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 and Hunter College. She has taught 40 undergraduate/graduate courses on differentiating instruction in inclusive classrooms, secondary literacy, the multicultural learner, human exceptionality, childhood development, etc. and coached/taught over 1000 preservice and in-service teachers & amp; observed over 2000 lessons in different states and countries.



Putting RTI/MTSS to Work: **A Collaborative to Meet All Students Needs** ***Presented by Dr. Anne Rullan***

Professional learning will focus on:

- Ensuring district plans meet the requirements of RtI as outlined by NYSED
- Understanding data and how it informs what type of intervention to use
- Understanding the lagging skills and/or learning gaps to make appropriate recommendations
- Identifying the strengths of students to help support overcoming weaknesses
- Ensuring systematic data collection, data management, and data monitoring
- Analyzing data to determine adequate progress
- Tapping into the talents of specialists, colleagues, and parents
- Differentiating instruction to provide necessary support for students to allow students to learn at their level and scaffold for students to construct their own knowledge and make educational gains
- Including Social-Emotional Learning with areas of intervention, screening, and progress monitoring
- Determining whether a student is struggling from a gap in their fund of knowledge, a curriculum gap, or a learning disability

First Session: Oct. 22, 2024 • 8:30am-11:30am
In-Person • Instructional Support Center at Sequoya H.S.,
750 Waverly Ave, Holtsville

SESSIONS 2-5: LIVE ONLINE via ZOOM (*Invite will be sent the afternoon prior*)

DATES: Nov. 21, 2024 • Jan. 22, 2025 • Mar. 20, 2025 • Apr. 23, 2025 (**must attend all sessions**)
TIME: 8:30 am – 10:00 am
COST: \$199 for subscribers / \$249 for non-subscribers
AUDIENCE: RTI/MTSS Teams, Administrators, Classroom Teachers K-12
REGISTER: <http://webreg.esboces.org>
CTLE: Content



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.



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: Tuesday, October 22, 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.

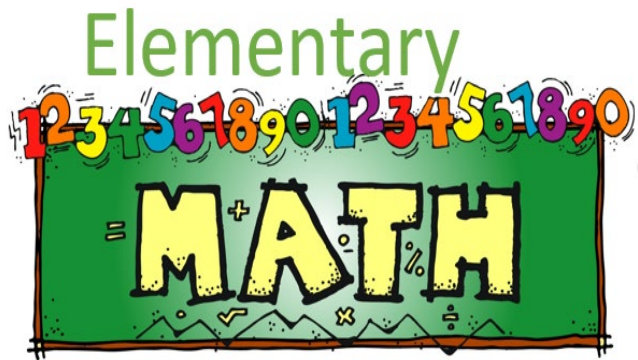


DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Everyday Number Sense Routines ***Presented by Nicole Santaromita***

Build your student's number sense with simple tools and everyday routines. This full day session will introduce:

- Look Quick
- Rekenreks
- Count Around the Circle
- Number Talks
- Ten Frames
- Dot Cards
- Calendar Routines
- Name the Number
- Mystery Number
- Hundred Chart
- and more quick number sense activities!



DATE: Thursday, October 24, 2024
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-4 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>
CTLE: Pedagogy and Content



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 and 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.

Jacqueline Darwin, Ph.D., is Program Director and Professor of Secondary Literacy Education at Queens College, CUNY. Before becoming a teacher educator, Dr. Darwin taught middle and high school English for twelve years. In 2015, she published *Teaching the Tough Issues: Problem-Solving from Multiple Perspectives in Middle and High School Humanities Classes* with Teachers College Press. Prior to receiving the Presidential Excellence in Teaching Award from Queens College in 2021, she was also the recipient of the Long Island Educator of the Month Award, featured in a cover story of *New York Teacher*, the official publication of the New York State United Teachers' Union, and a recipient of the Queens College Presidential Award for Innovative Teaching. Her presentations include local, national, and international conferences on topics related to teaching and learning.

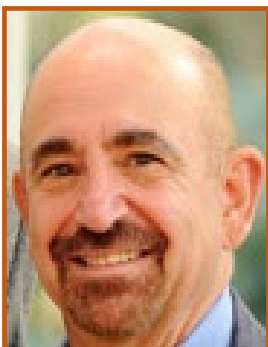


DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

The Reading Writing Connection **in Both ELA and Content Area Classrooms** ***Presented by Victor Jaccarino***

The research is in, improving reading improves writing, and improving writing improves reading. Based on the work of Dr. Nonie K. Lesaux's Literacy Briefs, Tim Shanahan's research, and Steve Graham's and Michael Hebert's Report from the Carnegie Foundation, this workshop will emphasize the connections between reading and writing in both English and content area classrooms. As we have been working diligently to improve both abilities in our classrooms, we have learned the importance of connecting the two consistently and in a variety of ways to improve both. In this interactive workshop, teachers will explore some of the research and practical and efficient ways of applying what they learn to their classrooms. Even though we understand better that reading and writing are reciprocal processes that help students learn, teachers find it challenging to help students use the skills in one to improve skills in the other. By exploring some of the research as well as the thoughts of experts in literacy, we can develop lessons and units that combine reading and writing to improve both skills across the disciplines. In this interactive workshop, participants will review research regarding the Reading/Writing Connection, discuss these connections, and walk away with skills and ideas that will help their students improve writing skills as well as reading skills.

DATE: Tuesday, October 29, 2024
TIME: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Grades 5-12, *ALL* Content Areas
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>



Recognized throughout New York State as an expert in standards-based curriculum and teaching, **Victor Jaccarino** has presented numerous workshops on literacy, and best practices in both the ELA and Content Area classrooms, conducting workshops throughout the state and country. Over the last six years, he has been working in many school districts with teachers and administrators promoting pedagogy that supports critical thinking, collaboration, and literacy in all subject areas. In addition, he has worked with school districts to develop curriculum that is standards based. Victor, a retired Chair of English from the Herricks Public School System, Program Director for Graduate Studies in English Education at Hofstra University, a Past President of both the Long Island Language Arts Council and the New York State English Council, has sat on the Board of the Conference on English Leadership, and chaired the NCTE convention in New York City. He has worked closely with and been a team leader for the NYSED, writing and reviewing State Learning Standards. In addition, he has worked on a number of Regents initiatives on standards based instruction and assessment projects. Victor represents Eastern Suffolk BOCES on the Statewide ELA curriculum development team.



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.