

Differentiation Strategies for General Education Teachers of English Language Learners

Presented by Donna Greenberg and Jennifer Orlowski

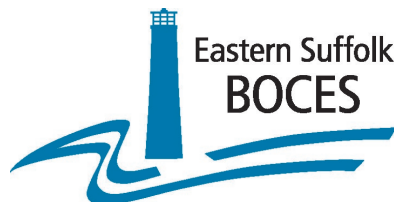
This lively, informative, and strategy-based workshop provides participants with differentiation strategies and instructional ideas tailored to meeting the needs of English language learners. The increase of English language learners (ELLs) in our schools has required all educators to assess their current teaching practices through a different lens. While general education teachers have faced the challenge of effectively teaching the ELL students in their classrooms, it has also provided an opportunity for educators to grow and learn. Participants will come away with a deeper understanding of the needs of ELLs while filling their teaching toolbox with strategies they can implement right away!

DATE: Friday, February 28, 2025
TIME: 8:30 am – 2:30 pm
COST: \$299 for subscribers / \$349 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-12 Special education teachers, General education teachers, Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy

Donna Greenberg is certified in Special Education K-12 with a SOCE certification in Social Studies. She has taught various grade levels and subject matter throughout her career. Donna has experience educating students in an ICT setting by providing her co-teacher with insights on how to differentiate and modify lessons to meet the needs of diverse learners within the classroom. Her other teaching experiences include life skills, self-contained classes, resource room, alternative high school and credit recovery programs. In addition, Donna was selected to mentor many new teachers and provide them support for planning their academic lessons by incorporating skills that would benefit not only special education students, but all students in the classroom. These varied teaching experiences helped her successfully collaborate with colleagues, administrators and families to create effective and positive learning environments. Donna believes that teaching is more than just teaching subject matter. Teachers have the power to inspire young minds and encourage them to fulfill their dreams.



Jennifer Orlowski is certified in Special Education N-12, Reading N-12, Elementary Education N-6, and Art N-12. She obtained her undergraduate degree in Fine Arts from St. Lawrence University and obtained a master's in special education and literacy from Dowling College. Jennifer has taught students at the elementary and secondary level in a variety of special education settings. They include Resource Room, ICT, and Self-Contained classrooms. She has also worked as a Consultant Teacher and certified ABA home instructor. Jennifer's other teaching experiences include being trained in and implementing a variety of literacy programs such as Wilson, Fountas & Pinnell's Leveled Literacy Instruction, Reading Recovery, and Balanced Literacy. She has a passion for learning and loves to share that with others. Jennifer has spent her career as an educator collaborating with teachers, service providers, staff, administrators and families as a co-teacher, consultant, member of the School Leadership Team, and member of the Pupil Personnel Team/Child Study Team. She believes a positive approach and the understanding of "more heads are better than one" is essential for student success. She looks forward to working with teachers to create classrooms that allow everyone to experiment, grow, and succeed.



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Heggerty Phonemic Awareness Implementation

Presented by Betsy Kinsinger

Our initial **Implementation Session** is designed for teachers (**Pre-K, Kindergarten, and Grades 1-2**) who are new to the Phonemic Awareness curriculum. During this session, teachers will learn the importance of phonemic awareness instruction and why it is an essential foundational skill. We'll explore key components of a phonemic awareness lesson, the progression of skills throughout a school year, and additional scaffolds teachers can use to support diverse student needs.

Teacher Outcomes:

- **Identify** what phonemic awareness is and why it is an essential foundational reading skill
- **Understand** the continuum of skills and how instruction targeting each skill builds a foundation for reading
- **Understand** how to effectively use hand motions and additional supports to enhance phonemic awareness instruction

This workshop will be offered in two separate sessions on the same day to accommodate different audiences. Please register for the session that best fits your role and needs:

● **Session 1: 8:30 am - 11:30 am**
AUDIENCE: Pre-K - Kindergarten Teachers

● **Session 2: 12:30 pm - 3:30 pm**
AUDIENCE: Grades 1-2 Teachers

***Please bring your Heggerty teacher manual to this workshop (an abbreviated copy will be available if you do not have one).**

DATE: Friday, February 28, 2025
COST: \$175 for subscribers / \$199 for non-subscribers
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy



Betsy Kinsinger is a Literacy Specialist at Heggerty. Prior to her role at Heggerty, she served as a classroom teacher, literacy leader, professional learning facilitator, and private tutor. She is a certified Structured Literacy Instructor through the Center for Effective Reading Instruction, has been LETRS certified, and holds a Masters in Urban Education through Union University. She has also trained with AIM Pathways to Proficient Reading and Pathways to Early Literacy. Betsy has been with the Heggerty team for over 2 years and believes that all students deserve access to high quality, research based literacy instruction.



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NYSSLS Earth and Space Sciences Refresher and More: Encore ***Presented by Brian Vorwald***

SEPs, CCCs, DCIs, phenomenon-based learning and sensemaking are integral components of the pedagogy of how students must learn in NYSSLS ESS courses and how they will be assessed on the new ESS Regents exam. Are these terms that you recognize from past workshops that now you need to put back into context as you work on a curriculum that is aligned with how students must learn in order to be prepared for how they will be assessed when they take the new Earth and Spaces regents exam? If your answer is yes, then this workshop is for you!

The focus of the workshop is for participants to continue to develop a deeper understanding of how ESS programs must use a New York State Science Learning Standards (NYSSLS) based curriculum in which students will make connections between the Disciplinary Core Ideas (DCIs), Science and Engineering Practices (SEPs), and Crosscutting Concepts (CCCs). They will construct their own understandings to demonstrate their knowledge in context with much less memorization of science facts.

Included will be:

- A brief review of the NYSSLS architecture and the three dimensions;
- A deeper dive into the SEPs and CCCs;
- At least one immersion activity in which participants will experience phenomenon-based three-dimensional learning;
- Review of the released sample item clusters and how they reflect the NYSSLS expectations for how students will be assessed and how they should learn;
- Collaborative discussion of the new Earth and Space Sciences Reference Tables (2024 edition) as to how they should be integrated into instruction and how they may be used in assessment;
- Collaborative discussion of the three required Earth and Space Science investigations and how they should be integrated into a curriculum;
- Resources to assist in developing an Earth and Spaces Sciences curriculum based on the NYSSLS.

***This is intended for participants who have not attended an Earth & Space Science Refresher workshop**

****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:	Monday, March 3, 2025
TIME:	8:30 am – 2:30 pm
AUDIENCE:	Regents Earth Science Teachers and Science Leaders
COST:	\$175 for subscribers / \$225 for non-subscribers
LOCATIONS:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



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.



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Vocabulary Acquisition in the Content Areas for
English Language Learners (ELLs) and Multilingual Learners (MLLs)
Presented by Dr. Wafa Deeb-Westervelt

This workshop will focus on helping educators develop the content and domain-specific vocabulary of ELLs and MLLs, as well as enhance their social language. Components of effective vocabulary development will also be discussed using Marzano's process. Dedicated time during this workshop will allow participants to create their own vocabulary activities that are relevant to their specific grade level(s) and/or content area(s) that can easily be implemented within their own classrooms.

DATE: Monday, March 3, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Pre k – 12 teachers across the content areas
COST: \$199 for subscribers / \$249 for non-subscribers (lunch buffet included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy, ELL



Dr. Wafa Deeb-Westervelt has served as an elementary classroom teacher, assistant principal, director of research and academic intervention services, director of literacy and Title I services, and assistant superintendent in her 38-year career in public education. She currently serves as an educational consultant and offers trainings on cultural responsiveness, federal grants, and numerous curriculum and instruction topics, including effective strategies for English language learners and how to create a collaborative school and district culture for student success. Dr. Deeb-Westervelt is also an adjunct professor at Stony Brook University in the educational leadership program and in Adelphi University's STEP Program. She is also the co-author of three books: *Diving into Leadership: A Pool of Comprehensive Strategies for School and District Leaders* (2023); *Diving into Data: The Key to Improving Instruction for 21st*

Century Education Leaders (2016); and *Data Talk: Creating Teacher and Administrator Partnerships around Data* (2010). She also published several educational articles and a poem. Dr. Deeb-Westervelt most recently received the 2020 Excellence in Educational Leadership Award presented by the University Council for Educational Administration (UCEA). Previously, she was the recipient of numerous awards including the Distinguished Service Award from Phi Delta Kappa, LIU Post Chapter; Administrator of the Year by the Nassau Counselors' Association; the Raymond R. Delaney Scholarship Award in recognition of her professional and academic credentials coupled with promise in the field of educational administration from the New York State Council of School Superintendents; and was a semifinalist for the Outstanding Young Educator Award, presented by the Association for Supervision and Curriculum Development (ASCD).



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Comprehensive DASA Coordinator Training ***Presented by Gina Faust***



Join us for a comprehensive full-day workshop designed for new Dignity for ALL Students Act (DASA) Coordinators or any school professionals seeking an in-depth understanding and overview of both the technical know-how and the adaptive skills crucial for handling incident reports effectively.

Together, we will delve into the intricacies of Dignity Act implementation, providing clarity on the requirements and offering practical strategies for creating a nurturing school atmosphere. We will tackle common misconceptions surrounding School Safety and the Educational Climate reporting, ensuring that attendees are well prepared to address any questions or concerns related to reporting procedures.

Participants will walk away with a wealth of resources tailored specifically for building-level Dignity Act Coordinators, empowering them to make a tangible difference in their schools and uphold the dignity and rights of every student.

DATE: Tuesday, March 4, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: K-12 New DASA Coordinators & School Professionals seeking an in-depth overview
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content



Gina Faust has demonstrated unwavering commitment to teaching and learning as a teacher, instructional coach, building principal and educational leader in Long Island, New York for over 30 years. Gina collaborates with educators throughout New York State to provide meaningful, high level professional learning experiences for leaders and teachers to support myriad disciplines and grade levels. Her knowledge of curriculum and instruction is extensive. Gina has led professional learning workshops for educators on the local, state, and national level, focused on innovative instructional models for student engagement in the areas of Culturally Responsive-Sustaining Education, literacy, social-emotional learning, leadership and supervision, and key strategies for effective professional development. Gina also serves as a trained DASA Coordinator Trainer in alignment with NYSED guidance.



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Exploring the Qualities of Writing Across Text Types: **Strategies that Push Writers to Excellence** ***Presented by The Living Literacy Network***

In this session, teachers will take a deep-dive into the qualities of good writing across information, narrative, and opinion/argument writing. Understanding the specific attributes that make for quality writing allow teachers to assess writing well, select meaningful goals for student writers, construct clear teaching points, and demonstrate skills and strategies in ways that support transfer. There is no better way to feel more confident as a writing teacher than to understand what makes writing powerful!

Teachers will walk away with:

- An understanding of qualities of writing that cut across text types
- Strategies for making those qualities of writing clear to students
- Methods for teaching that allow for the transfer of skills



The Living Literacy Network

DATE: Tuesday, March 4, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades K-6 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>
CTLE: Pedagogy



Michelle Stone, co-founder of The Living Literacy Network consults 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.



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NYSSLS Biology Refresher Plus: Encore ***Presented by Glen Cochrane***

Are you implementing the NYSSLS-based Life Science: Biology? Wondering if it is different from the Living Environment? This workshop will serve as a refresher for those trying to put the PEs, SEPs, DCIs, CCCs, and phenomenon-based learning into context as you work on a curriculum that is aligned with how students must learn for better retention and be prepared for how they will be assessed on the new Biology regents exam.

The focus of the workshop is for participants to continue developing a deeper understanding of how Regents Biology must use a New York State Science Learning Standards (NYSSLS) based curriculum. Students are expected to learn science by engaging in the practices and skills of scientists and engineers. There is content to learn but they will be expected to apply that content to novel phenomena, scenarios, and problems. They will construct their own understandings and build the capacity to demonstrate their knowledge in context with much less memorization of scientific facts.

Included will be:

- An opportunity to participate as a student in a phenomenon-based mini-storyline;
- Curriculum expectations for how students will be assessed and learn;
- A review of how all the new regents exams are constructed by using sample item clusters and the Performance Level Descriptions;
- A deeper dive into the SEPs and CCCs with an immersion activity in which participants will experience phenomenon-based three-dimensional learning;
- A brief discussion of the inquiry and assessment basis for the three required Biology Investigations;
- Resources to assist in developing a LS: Biology curriculum based on the NYSSLS.

***This is intended for participants who have not attended a Biology Refresher workshop**

****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:	Wednesday, March 5, 2025
TIME:	8:30 am – 2:30 pm
AUDIENCE:	Regents Biology Teachers and Science Leaders
COST:	\$175 for subscribers / \$225 for non-subscribers (buffet lunch included)
LOCATIONS:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Glen Cochrane retired from Half Hollow Hills after 37 years where he taught all levels of high school science. He has served as an Educational Specialist for NYSED since 2004 participating in multiple phases of developing the Living Environment Regents and now LS: Biology. Glen was part of the team writing the life science section of the preliminary draft NYS Science Learning Standards at NYSED. He has conducted many workshops for teachers through various BOCES and Teacher Centers on strategies to teach the Living Environment and more recently, LS: Biology. He meets regularly as a member of the NYS Science Education Consortium. Glen was the President of the Science Teachers Association of NYS (STANYS) in 2016-17 and served as the Chairperson of the Suffolk section.

Teaching Reading Across the Day:

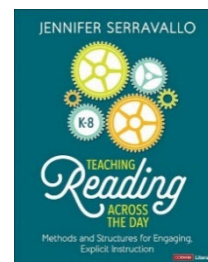
High Impact Structures as the Vehicle to Teach Content To All Students

No Matter What Curriculum You Use - Grades 5-12

Presented by Molly Feeney Wood

This workshop will be drawn from Jennifer Serravallo's latest publication *Teaching Reading Across the Day*. Participants will learn about the wide range of compelling research on how to best teach literacy to every student across content and special area studies. No matter what curriculum you use, what subject area you teach, or what grade level you teach, there is a strong and robust research base supporting the use of these high impact structures across the day. In addition to the *science*, Molly will speak to the importance of tapping into the *art* of teaching— developing teacher creativity, decision-making, and responsiveness to individual student needs ensuring engagement no matter what grade level you teach. Participants will learn to embrace their teaching experiences and hone their expertise to make quick, effective classroom decisions that take student learning to the next level.

Registrants are “strongly encouraged” to purchase Jennifer Serravallo’s book, Teaching Reading Across the Day, as the presenter will be referring to it throughout the training.



Learning Outcomes:

- Participants will develop an understanding of the *why* and *how* behind using high impact structures effectively in your instruction—no matter what curriculum is used, the grade level, developmental levels, or ages of the students they teach.
- Participants will learn about the following predictable lesson structures for explicit teaching:
 - Focus Lessons;
 - Vocabulary Lessons;
 - Close Reading Lessons; and
 - Conversation Lessons.
- Participants will learn how to teach strategies **and** build knowledge at the same time.

DATE: Wednesday, March 5, 2025
TIME: 8:30 am – 2:30 pm (includes buffet lunch)
COST: \$299 for subscribers / \$349 for non-subscribers
AUDIENCE: Educators, Grades 5-12 Across All Content Areas
LOCATION: Instructional Support Center at Sequoya 750 Waverly Avenue Holtsville, NY 11742
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy



Molly Feeney Wood, an alum of both Cornell University & Teachers College Columbia University, was a NYC school teacher for several years before focusing her work exclusively on literacy. During her time in the classroom, she was a key contributor to numerous units in widely used curriculum, & presented at a variety of national conferences. Molly works closely with Jennifer Serravallo on her team of consultants and as a freelance writer. She wrote the research white paper for *Complete Comprehension*, collaborated with Jen on three book-based study guides, and is the developer of additional assessment texts for *Complete Comprehension*. Molly currently supports school districts in their implementation of best practices within their literacy blocks and feels fortunate to work alongside incredible teachers, coaches, and administrators.



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Math Centers for Fractions

Presented by Nicole Santaromita



Join us for an engaging workshop that will demonstrate how to effectively incorporate math centers into your daily routine, replacing traditional whole-group math lessons. Focused on fractions and tailored for grades 1-5, this session will provide you with a variety of center ideas to meet your students' needs. You will have the opportunity to explore these centers and time to work on implementing them in your own classroom. Do not miss this

chance to transform your math instruction and enhance student learning.

DATE: Thursday, March 6, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades 1-5 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 an adjunct professor at LIU teaching math and science methodology courses. Nicole invites all elementary teachers of math to join in to learn the math workshop model to enhance student engagement and learning for all learners. A deep understanding of mathematical concepts and fluency unleashes the potential success for our elementary students to embrace higher-level mathematics with success.



In-Person



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Understanding Autism and Behavior *Presented by Dr. Jeanne Villani, Psy.D.*

This full day *live* and *interactive* workshop will provide:

- A general overview of the descriptions and relevant research on autism spectrum disorder (ASD) to better understand *the what* of ASD in the classroom;
- A deeper dive into a neurodiversity model on autistic behavior, to better understand *the why* of ASD in the classroom;
- Practical applications for working with students on the autism spectrum, to better understand *the how* of effective classroom management and instruction.



DATE:	Thursday, March 6, 2025
TIME:	8:30 am – 2:30 pm
COST:	\$125 for subscribers / \$175 for non-subscribers
AUDIENCE:	Pedagogues seeking a deeper understanding to work effectively with students with ASD
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Avenue, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy

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 sciences program at the School of Visual Arts. She also conducts psychiatric and intelligence evaluations for the state, as a licensed NY State psychologist.

Making Peace with Goal Writing, Data Collection and Progress Monitoring for Students with Disabilities

Presented by Mary Verdone and Jennifer Orlowski

Goal writing, data collection and progress monitoring are vital to meeting the needs of students with disabilities. However, all of these can be challenging for even the most seasoned educator. This workshop will provide attendees with guidance, examples, useful tools, and strategies for creating goals, taking data, and monitoring student progress.

DATE: Friday, March 7, 2025
TIME: 8:30 am – 2:30 pm
COST: \$299 for subscribers / \$349 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-12 Special education teachers, General education teachers, Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy

Mary Verdone is a retired special education teacher. She is dually certified in Elementary Education and Special Education, with a SOCE certification in Secondary English Special Education. Mary has taught various grade levels, ranging from 1st -12th grade, although the majority of her career has been at the secondary level. Mary has taught in resource room, self-contained, life skills, and ICT classrooms. She brings a wealth of knowledge and experience to any educational setting and is flexible and easily adapts to any situation. Mary has a passion for learning and a love for children. She has always said, "I love my job more and more each day, and if I had to do it again, I would choose the same career!" In addition to the classroom, Mary has mentored many new teachers along the way, as well as teaching in an alternative high school program, summer school and regents prep. She has spent much of her career collaborating with teachers, administrators and families. Mary has a love of learning and is eager to bring her enthusiasm to other teachers and students. She believes that children are the future of the world, and teachers are the ones to help them spread their wings to fly.



Jennifer Orlowski is certified in Special Education N-12, Reading N-12, Elementary Education N-6, and Art N-12. She obtained her undergraduate degree in Fine Arts from St. Lawrence University and obtained a master's in special education and literacy from Dowling College. Jennifer has taught students at the elementary and secondary level in a variety of special education settings. They include Resource Room, ICT, and Self-Contained classrooms. She has also worked as a Consultant Teacher and certified ABA home instructor. Jennifer's other teaching experiences include being trained in and implementing a variety of literacy programs such as Wilson, Fountas & Pinnell's Leveled Literacy Instruction, Reading Recovery, and Balanced Literacy. She has a passion for learning and loves to share that with others. Jennifer has spent her career as an educator collaborating with teachers, service providers, staff, administrators and families as a co-teacher, consultant, member of the School Leadership Team, and member of the Pupil Personnel Team/Child Study Team. She believes a positive approach and the understanding of "more heads are better than one" is essential for student success. She looks forward to working with teachers to create classrooms that allow everyone to experiment, grow, and succeed.



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Shakespeare: Now Playing ***Presented by Amy Benjamin***

Teachers and students don't need to feel overwhelmed by studying entire plays. We can experience the joy and fun of Shakespearean stories and language by focusing on scenes and speeches that are accessible and meaningful for elementary students on up through AP. This workshop will show you how to transform your classroom into a performance space, a lively community of learners, and a language lab. So get ready to suit the action to the word, the word to the action, and give your students some Shakespeare to put into their mouths, their hands, their bodies, and their hearts!



DATE: Friday, March 7, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers **(Buffet Lunch Included)**
AUDIENCE: Grade 6-12 Teachers of ELA, ENL, and Special Education
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy; Content



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.



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Desmos for New Users

Presented by Andy Malbouef

Desmos Classroom is a free digital activity platform that allows math teachers to engage and interact with their students. Quite simply, an activity is a sequence of screens, each with a different task, prompt, or question. The screens in each activity can be as simple or sophisticated as the teacher desires. Desmos has a mission that says its goal is to “help every student learn math and love learning math”. This involves far more than just simply solving math problems and inputting answers. Activities ask students to:

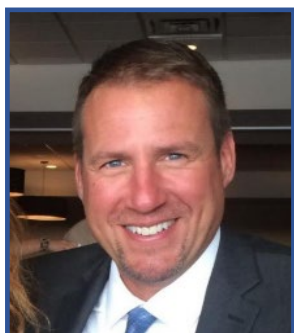
- Make connections between scenarios they encounter and mathematical ideas.
- Look for patterns and represent those patterns mathematically.
- Take chances, make mistakes, and adjust their thinking based on those mistakes.
- Ask questions and share misconceptions in a safe environment.

Workshop Objectives

- Using the Desmos Graphing Calculator (including best teaching practices for students on AP P/SAT and NY Regents)
- Introducing new users to Desmos activities
- Utilizing teacher strategies running activities
- Editing existing activities

Through the workshop, we break down into build along sessions where teachers can put their new understanding into practice by meeting their individual needs.

DATE: Monday, March 10, 2025
TIME: 8:30 am – 11:30 am
AUDIENCE: Math Teachers Grades 6-12
COST: \$125 for subscribers / \$150 for non-subscribers
LOCATION: Live online via Zoom (**link to be sent the day prior**)
REGISTER: <http://webreg.esbores.org>
CTLE: Pedagogy



Andy Malbouef is an experienced secondary math educator, having recently finished his 32nd year of teaching. Andy has led over 50 workshops in the past three years all over the country. He is extremely passionate about exploring new ways to help students conceptualize mathematical concepts, and believe technology opens doors to new possibilities. Andy is excited to help equip fellow math teachers with practical tools they can immediately employ in the classroom. He is the author of *Strengthen your Mathematics Engagement with Desmos Activities*, the extensive digital handbook each participant will receive at the workshop. **Join me for an outstanding day of specific ways you can get the most out of Desmos Activities to increase your students' engagement.**



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
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Desmos for Experienced Users

Presented by Andy Malbouef

Desmos Classroom is a free digital activity platform that allows math teachers to engage and interact with their students. Quite simply, an activity is a sequence of screens, each with a different task, prompt, or question. The screens in each activity can be as simple or sophisticated as the teacher desires. Desmos has a mission that says its goal is to “help every student learn math and love learning math”. This involves far more than just simply solving math problems and inputting answers. Activities ask students to:

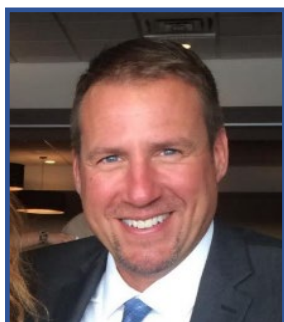
- Make connections between scenarios they encounter and mathematical ideas.
- Look for patterns and represent those patterns mathematically.
- Take chances, make mistakes, and adjust their thinking based on those mistakes.
- Ask questions and share misconceptions in a safe environment.

Workshop Objectives

- Updating on the newest Desmos Graphing Calculator
- Utilizing the new Geometry Tool
- Creating custom activities
- Introducing teachers to Computation Layer (Correct checks, student feedback, formatting and colors for notes and feedback.

Through the workshop, we break down into build along sessions where teachers can put their new understanding into practice by meeting their individual needs.

DATE: Monday, March 10, 2025
TIME: 12:00 pm – 3:00 pm
AUDIENCE: Math Teachers Grades 6-12
COST: \$125 for subscribers / \$150 for non-subscribers
LOCATION: Live online via Zoom (**link to be sent the day prior**)
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Andy Malbouef is an experienced secondary math educator, having recently finished his 32nd year of teaching. Andy has led over 50 workshops in the past three years all over the country. He is extremely passionate about exploring new ways to help students conceptualize mathematical concepts, and believe technology opens doors to new possibilities. Andy is excited to help equip fellow math teachers with practical tools they can immediately employ in the classroom. He is the author of *Strengthen your Mathematics Engagement with Desmos Activities*, the extensive digital handbook each participant will receive at the workshop. **Join me for an outstanding day of specific ways you can get the most out of Desmos Activities to increase your students' engagement.**



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Charting the Path to Literacy Success: Bridging Theory, Practice, and Solutions *Presented by: Lexia Learning*

In this session, we will explore how educators can reflect on their understanding of the science of reading and structured literacy to set the stage for student success. By reflecting on our practices, we will introduce the critical elements of structured literacy and explore the science of reading's impact on student learning. Participants will engage actively in discussions, reflections, and hands-on activities designed to enhance their awareness of the science of reading and structured literacy. Additionally, we will highlight Lexia's professional learning opportunities, including LETRS for Early Childhood, LETRS for Educators, and LETRS for Administrators.



DATE: Tuesday, March 11, 2025
TIME: 8:30 am – 2:30 pm
COST: \$49 for subscribers / \$69 for non-subscribers
AUDIENCE: District Leadership, Literacy Coaches, Coordinators, Directors
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave. Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy

Candace Hall is a seasoned educator with over 25 years of experience in the education sector, known for her passionate commitment to literacy and supporting students' educational journeys. Currently, Candace serves as the East Regional Outreach and Support Officer for Lexia where she leverages her expertise to empower educators and administrators to elevate literacy outcomes. Her focus lies in advocating for evidence-based literacy practices, aligning with state initiatives, and collaborating with districts to drive sustainable and impactful change. With a background in both teaching and administration—including her former role as a state and federal program administrator and non-public liaison in Pennsylvania—Candace brings a wealth of practical insights to her work. She is particularly skilled in helping schools and districts navigate funding opportunities to enhance literacy resources and professional development.



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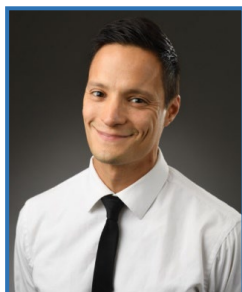
DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Empowering Financial Futures: Teaching Financial Education in Middle and High School *Presented by Philip Dituri, Ph.D.*

Equip your students with the skills they need to navigate life's financial challenges while meeting state standards and boosting classroom engagement. In this dynamic, hands-on workshop, you'll discover how to make personal finance an exciting, meaningful part of your curriculum—whether through a full algebra course or integrated into advisory periods, clubs, or other subjects. Explore how many of the mathematics concepts we already teach, especially in algebra, underpin and give rise to many of financial concepts we want our students to internalize. In doing so, you will bring real-world relevance to classroom learning and you'll never have students ask, "when are we going to use this in life?" This workshop is perfect for math and non-math educators alike, as long as you're willing to engage in basic middle school-level algebra concepts. You'll leave with ready-to-use modules, lesson ideas, a better understanding of the standards, and a deeper understanding of how to empower your students for their academic, personal, and professional futures. No prior financial knowledge is needed—just a passion for making a difference and a willingness to learn new things.

Come and we will redefine what financial education can look like in your classroom!

DATE: Tuesday, March 11, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Middle/High School Teachers of Financial Education
COST: \$175 for subscribers / \$225 for non-subscribers (buffet lunch included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy, Content



Philip Dituri has taught and inspired educators and children for over 20 years. He is currently an educational consultant working with various schools and the Director of Education at the not-for-profit, Financial Life Cycle Education. He served as a Visiting Professor at Fordham University, and was a teacher, instructional coach, and chairperson of the Mathematics Department at New Design High School in Manhattan. While in public school, he was a three-time Math for America Master Teacher. Phil has a B.A. in Mathematics from NYU and a Ph.D. in Mathematics Education from Columbia University.

Asking Better Questions to Encourage Better Questioning and Enhance Student Discourse

Presented by Jessica Gruttola

This workshop will explore using a variety of higher level questioning techniques to encourage the use of thinking and discussion strategies in the classroom. Participants will investigate the research of educators such as John Hattie, Charlotte Danielson and Kath Murdoch (etc..). Participants will explore research around questioning and discussion and create an action plan to enhance the development of thinking skills.

Training objectives:

- Participants will reflect on questioning strategies utilized in the classroom
- Explore questioning techniques such as Costa, Bloom and Hess's Depth of Knowledge
- Apply newly acquired knowledge to create a plan of action
- Discuss strategies, participate in activities, and apply newly gained knowledge to improve student questioning and discussion techniques

DATE: Wednesday, March 12, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: Grades 6-8 Educators, Instructional Coaches, Administrators
COST: \$150 for subscribers / \$199 for non-subscribers (buffet lunch included)
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Jessica Gruttola is an outstanding educator, consultant and national presenter, who is known for sharing best practices and collaborating to improve teaching and learning for all. All of the strategies Jessica presents are those she has found to be most effective when working with learners and educators across the country. Jessica understands the realities of the classroom and the challenges teachers face daily, she provides strategies that can be easily and immediately integrated into the classroom. Throughout her career, Jessica has trained in literacy, assessment, mindfulness, creating safe and welcoming school climates, instructional coaching, and school improvement. She uses her experiences to shape curriculum and instruction, improving learner success.



Integrating APIDA (Asian, Pacific Islander Desi American) **History into Everyday Teaching** ***Presented by Elisha Li***

Teaching about Asian Pacific Islander Desi American (APIDA) can and should be a part of your curriculum. APIDA histories and narratives are interdisciplinary and can be integrated in all subject areas and as part of any units of study.

- Examine various identifiers for the APIDA community
- Learn about key events in APIDA history that align with standards
- Learn teaching strategies to incorporate APIDA history and narratives in and across content areas/disciplines



DATE: Thursday, March 13, 2025
TIME: 1:00 pm – 2:30 pm
COST: \$65 for subscribers / \$79 for non-subscribers
AUDIENCE: K-12 Educators
LOCATION: Live Online via Zoom (*Invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>
CTLE: Content, Pedagogy



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.

Using INSIGHTS for Educators **to Support Classroom Management** ***Presented by Sandee McClowry, PhD, RN, FAAN***

Effective classroom management supports students' learning and social and emotional skills. Rather than using a one-size-fits-all approach to classroom management, INSIGHTS for Educators, assists teachers in applying strategies that match children's temperaments/personalities.

Learning objectives:

- Identify common typologies of children's temperaments.
- Describe how each type of temperament has strengths and challenges.
- Evaluate how different educator responses influence children's behavior.
- Select among a repertoire of evidence-based, yet practical strategies tailored to children's different temperaments.

DATE: Thursday, March 13, 2025
TIMES: 8:30 am – 2:30 pm
COST: \$199 for subscribers / \$249 for non-subscribers (includes buffet lunch)
AUDIENCE: Elementary School Staff: Teachers and their assistants, Mental Health Staff, and Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Sandee McClowry, PhD, RN, FAAN is the developer of *New INSIGHTS into Children's Temperament*. She is also Professor Emerita at New York University where she taught in the Counseling Psychology Department. While a faculty member at NYU, Sandee developed *INSIGHTS* and was the principal investigator of multiple federally funded studies that tested its effectiveness. She is currently the president of INSIGHTS Intervention, LLC and devotes her time to conducting *INSIGHTS* in the United States and culturally adapting it for other countries.

Dr. Marisol Marcin, a prominent figure in language education, brings over 20 years of rich experience to her role. She holds a PhD in Translation Studies and a master's degree in Integrating Technology in Education. Certified in Spanish (7-12) and TESOL (K-12), She currently teaches at Binghamton University, where she specializes in Spanish, Global Studies and teaching methodologies. She is the second Vice President of NYSAFLT (New York State Association for Language Teachers), and a member of the State World Language Leadership Council. Dr. Marcin participated in the revision of the New York World Language Standards, and actively participates in NYSED professional development on world language matters.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

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ENCORE - Unpacking the Chemistry Performance Level Descriptions (PLDs) to Enhance Instruction and Assessment ***Presented by Kathleen Dinota***

Performance Level Descriptions (PLDs) outline the specific knowledge and skills students are expected to demonstrate to show proficiency in a given NYSSLS Performance Expectation, providing a valuable tool for guiding expectations for student achievement. This workshop will explore the role of (PLDs) in Regents Chemistry and how they can effectively be used for instruction and assessment purposes.

In this workshop, participants will:

1. Understand the purpose and structure of PLDs in relation to classroom instruction and assessment.
2. Learn how PLDs can be used to gauge student performance and the progression of learning in specific subject areas.
3. Explore the role of PLDs in developing New York State (NYS) assessment with performance levels and the knowledge and skills associated with those levels.

By the end of this workshop, educators will be equipped with practical strategies for using PLDs to:

- Enhance classroom instruction by identifying what students need to do to reach higher performance levels.
- Understand how PLDs are used in the development of state assessments.
- Use PLDs as a tool to develop NYSSLS-based assessment questions for classroom use.

DATE: Friday, March 14, 2025
TIME: 8:30 am – 2:30 pm
AUDIENCE: High School Chemistry Teachers
COST: \$175 for subscribers / \$225 for non-subscribers (buffet lunch included)
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy and Content



Kathi Dinota retired after teaching middle and high school science for 31 years. During her career, she taught earth science, biology and chemistry as well as science research. Kathi also works in test development at NYSED as an Education Specialist for the PS Chemistry exam for the past 21 years. She is a former NYS Master Teacher and was the 2017 recipient of the Suffolk County STANYS High School Teacher of the Year as well as the district selection for the Senator Phil Boyle Teacher of Excellence Award. Kathi is currently the Engineering Education Project Director and Outreach Coordinator at Stony Brook University. In addition, she currently consults through BOCES working with teachers on unpacking the NYSSLS and implementing three-dimensional teaching and learning in their classrooms including as a facilitator for Science 21 professional learning.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

The Big “6” of Effective Literacy Instruction ***Presented by Carol Serrano***

Participants will explore the many skills woven into the teaching of literacy and grounded in the *Science of Reading*. We will examine what the “Big 6” might look like in the daily instructional routine for classroom teachers in grades K-6. In addition, we will explore several techniques/strategies to scaffold/modify lessons to improve student literacy learning through each of these equally important six areas of reading instruction. Participants will leave this workshop with an increased understanding of how individuals learn to read and strategies used to align research with classroom practices to assist us with “fitting it all in.”



***Please bring a Laptop**

DATE: Wednesday, March 18, 2025
TIMES: 8:30 am – 2:30 pm
COST: \$125 for subscribers / \$175 for non-subscribers (includes buffet lunch)
AUDIENCE: Grades K-6 General Education Teachers and Instructional Coaches
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Carol Serrano is a recently retired classroom teacher and instructional coach of 25 years who delivers workshop presentations on Literacy and Content Area pedagogy that challenge teachers to leverage their focus and pay attention to what matters most for optimal student engagement. Carol leaves participants with practical strategies that can be easily applied to their classroom practice.



Math Educators (6-12): How Do We Teach Students

How to Measure and What it Means to Measure? Where Do We Start?

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

Developing measurement concepts are critical across grades 6-12 in Middle School Math, Algebra, and Geometry.

This session will first unpack the challenges students face in understanding the attributes of what is being measured and how to make sense of those attributes in real-life. As educators, how do help students understand *why we need to measure and the purpose of both formal and informal units of measure*. We then tackle how to help students develop an understanding of comparison and core attributes of what is being measured (length, weight, height, degrees, angles, time, distance etc.). Let’s have some fun with manipulatives and figure out how to get students to learn estimating strategies and become more familiar with devices used to measure and the different units of measure. This session will also address assessment goals and equipping participants with key process charts to build confidence of learners as they move from middle to high school. Yes, the session will address the needs of Diverse Learners and English Language Learners.

Workshop Learning Outcomes:

- The difference between How to Measure and What it means to measure
- Strategies for making meaningful measurements and estimations
- Manipulatives that build core understanding and confidence
- Developing student voice and confidence through writing
- Alignment to State Standards and Next Generation Learning Standards

DATE: Thursday, March 20, 2025
TIME: 8:30 am – 2:30 pm
COST: \$225 for subscribers / \$275 for non-subscribers (includes buffet lunch)
AUDIENCE: Middle and HS Math Teachers, Stem Teachers, and Teachers of ELL
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy, Content, ELL



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.

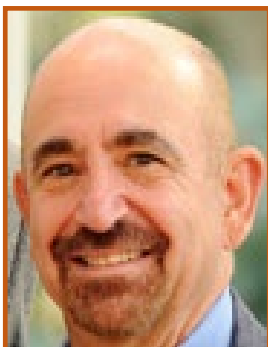


The Science of Reading in Secondary ELA **and Content Area Classrooms** ***Presented by Victor Jaccarino***

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 on The Science of Reading, 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, research connects 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. Although we understand 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 research from The Science of Reading, 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 Science of Reading and Reading/Writing Connections, discuss these connections, and walk away with skills and ideas that will help their students improve both skills in all content areas.

DATE: Thursday, March 20, 2025
TIME: 8:30 am – 2:30 pm
COST: \$150 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades 6-12, ELA and all Content Areas
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



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.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Enhancing Retention and Developing Mathematical Language in the Mathematics Classroom Using High Intensity Instructional Techniques

Presented by Dr. Paul Riccomini

Join us for a dynamic and interactive professional development session designed exclusively for mathematics teachers of all levels. This session is focused on equipping educators with powerful strategies to support mathematical language development and enhance retention of essential concepts and skills.

During this session, participants will delve into the cognitive processes involved in information language development and long-term retention, gaining a deeper understanding of how strategies can effectively support language development and promote durable learning across time. Through collaborative planning time and engaging activities, teachers will explore practical applications of the strategies within the context of mathematics classrooms.

By the end of this session, participants will have a clear understanding of the importance of language to mathematical proficiency, how to help students learn the language of mathematics, and promote long-term learning. Armed with practical activities and a solid grasp of the underlying cognitive processes, teachers will be well prepared to foster language development and long-term retention to deepen student understanding throughout the academic year.

Do not miss this opportunity to transform your teaching approach and maximize student-learning outcomes in mathematics. Join us for a session that combines evidence-based strategies with practical classroom implementation, ensuring lasting impact for both teachers and student.

DATE: Friday, March 21, 2025
TIME: 8:30 am – 2:30 pm
COST: \$375 for subscribers / \$425 for non-subscribers (includes buffet lunch)
AUDIENCE: K-12 Teachers of Math, Special Ed. Teachers, Interventionists, Coaches and Administration
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Paul Riccomini is a highly respected expert in mathematics education, specializing in high intensity instructional techniques (HIIT) to support mathematical learning in all students. With a mathematics degree and dual certifications as a high school math and special education teacher, Paul possesses in-depth knowledge of content matter and evidence-based instructional techniques. Guided by principles from cognitive science, the science of learning, and learner characteristics, Paul collaborates with teachers and instructional coaches to develop engaging and effective instructional activities that promote conceptual understanding, critical thinking, and problem-solving skills throughout the academic year, ensuring sustained student growth. Educators seeking valuable resources can rely on Paul's work to improve their teaching practices. Paul can be reached at pjr146@psu.edu.



DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Co-Teaching for English Learners: Evidence-Based Practices and Research-Informed Outcomes *Presented by Dr. Carrie McDermott-Goldman*

This dynamic workshop explores the power of collaborative teaching models to support English learners' academic success. Drawing from current research and proven methodologies, participants will discover how to implement effective co-teaching strategies that enhance both language development and content mastery. Through interactive activities and real-world examples, teachers will learn to create inclusive learning environments that leverage the expertise of both content and ENL specialists.

By the end of this workshop, participants will be able to:

1. Design and implement research-based co-teaching models that specifically support English learners' linguistic and academic needs.
2. Create structured collaborative planning routines that maximize both teachers' expertise while efficiently addressing language development alongside content objectives.
3. Apply evidence-based assessment strategies to measure English learners' progress in both language acquisition and content understanding within a co-teaching framework.

DATE: Wednesday, March 26, 2025
TIME: 8:30 am – 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: K-12 Teachers – General Education and ENL Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: ELL; Pedagogy



Dr. Carrie McDermott-Goldman, Associate Professor and Coordinator of Graduate TESOL/Bilingual Programs at Molloy University. With a rich background spanning PreK-12 teaching to higher education, she champions equitable education for multilingual learners. She has co-authored "From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners" and has a pending, co-authored publication, *The Nine Dimensions of Scaffolding for Multilingual Learners*. In addition, she directs the NYS Department of Education Grant (CR-ITI BE/ESOL). As an expert in integrated language instruction and culturally diverse learning, she has contributed multiple book chapters on multilingual education strategies. Dr. McDermott-Goldman actively collaborates with schools as an instructional coach and curriculum developer, mentoring teachers and administrators while advancing research in multilingual education.



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****

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