Eastern Suffolk BOCES
Educational Services That Transform Lives

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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

Explore Generative AI's Impact on Middle School Education for Educators

Presented by Matt Molloy

This workshop begins by grounding participants in the essentials of Generative AI—its definition, history, and real-world applications—providing a solid foundation for understanding its educational potential. Developed after in-depth conversations with teachers about classroom challenges, the workshop delivers practical use cases where AI can create real benefits: automating content creation, personalizing learning experiences, and enhancing teaching effectiveness.

Key workshop features include:

- **Targeted AI Use Cases**: Six focused applications for AI support in teaching, such as multilingual material creation, personalized lesson planning, and interactive content generation.
- **Differentiated Pedagogy**: Strategies to support diverse learners, especially those with limited English proficiency, and streamline lesson planning.
- **Ethical Considerations**: Insights on responsible AI integration in classrooms.

With interactive brainstorming sessions, educators will develop AI applications specific to their subjects, concluding with a Q&A and reflection. **Join us to harness AI's transformative potential and enhance both teaching and student success!**

DATE:	**Tuesday, April 29, 2025**
TIME:	**8:30 am – 11:30 am**
AUDIENCE:	**Middle School Teachers, Paraprofessionals or Administrators**
COST:	**$75 for subscribers / $99 for non-subscribers**
LOCATION:	**Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Pedagogy**

Matt Molloy is a lifelong learner who promotes self-motivated growth and transformation through continual monitoring, reviewing, and adapting to meet strategic goals that benefit students, teachers, and communities. With over 28 years in education, he's held a range of roles, from English teacher to founding principal to chief of staff. I am dedicated to creating supportive environments that foster autonomy and accountability, exemplify ethics, and celebrate the unique perspectives of others. As an effective communicator with a strong ability to build relationships, I am highly attuned to the needs of students, staff, parents, and community members. Whether working with a classroom of students, a team of school leaders, or a district's executive team, I encourage others to take initiative, experiment, and explore new possibilities, always valuing their expertise, achievements, and unique contributions.

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

Presented by Amy Benjamin

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

Topics will include:

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

DATE:	**Wednesday, April 30, 2025**
TIME:	**8:30 am – 2:30 pm**
COST:	**$150 for subscribers / $199 for non-subscribers**
AUDIENCE:	**Grades K-12 Educators of ELL**
LOCATION:	**Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**ELL**

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

Department of Educational Support Services · Professional Development Program

Preparing for the Science of Reading Attestation: Ensuring Alignment with Best Practices

Facilitated by Dr. Peggie Staib

Three half-day session series focusing on understanding the attestation process, reviewing instructional practices and aligning literacy curriculum with Science of Reading (SoR):

Session 1: Science of Reading Attestation & Best Practices

Objectives:

- Review Science of Reading pillars & best practices
- Discuss instructional considerations
- Introduce the K-3 Literacy Curriculum Review Guide
- Understand NYSED Attestation requirements
- **Activities:** Explore NYSED resources & prepare for curriculum review

Session 2: Evaluating Instructional Practices

Objectives:

- Assess literacy instruction using NYSED tools
- Review curriculum quality with the Curriculum Review Guide
- Utilize the IBPL Tool
- **Activity:** Use CRG & IBPL to document evidence & make determinations
- **Action Planning:** Identify growth areas & instructional priorities

Session 3: Attestation & Continuous Improvement

Objectives:

- Complete the IBPL document
- Develop action plans for gaps in best practices
- Build a sustainable literacy plan
- Prepare for yearly attestation

Activity: Finalize IBPL tool & create action plans for improvement.

Audience: PreK-Grade 3 Administrators, Classroom Teachers, Reading Teachers, Instructional Coaches - District teams encouraged!
Cost: $249/per subscriber / $299 per non-subscriber
Registration: hhtp://webreg.esboces.org

Session 1:	Session 2:	Session 3:
Date: April 30, 2025	**Date:** May 21, 2025	**Date:** June 16, 2025
Time: 9:00am-12:00pm	**Time:** 9:00am-12:00pm	**Time:** 9:00am-12:00pm
Location: Live online via Zoom (Invite will be sent the day prior)	**Location:** ISC@ Sequoya, 750 Waverly Ave., Holtsville	**Location:** ISC@ Sequoya, 750 Waverly Ave., Holtsville

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.

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Review of the NYSED Regents Chemistry Sample Clusters

Presented by Kathleen Dinota

The released Chemistry Sample Clusters link each assessment question to a specific Performance Expectation, Performance Level Descriptor, Science and Engineering Practice and Cross-Cutting Concept.

In this workshop, participants will:

- Closely review the released clusters, linking each question to the appropriate PLD, SEP and CCC.
- Focus on how the assessment questions have shifted to align to the language of NYSSLS.
- Explore the role of PLDs in developing New York State (NYS) assessment with performance levels and the knowledge and skills associated with those levels.
- Work in groups to begin developing assessment questions for classroom use.

DATE:	**Friday, May 2, 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:	**Content and Pedagogy**

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.

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Paving the Way:
Positive Behavior Interventions and Supports
Presented by Mary Verdone and Donna Greenberg

In this dynamic workshop, attendees will learn the foundations of PBIS and gain an understanding of the importance of this pillar as one part of a five-part MTSS system. We will share tools, proactive supports, and strategies to help build a culture of positive behavior. Attendees can then use their new knowledge to develop and/or enhance their own "bag of tricks." Participants will revolutionize their approach to behavior support and cultivate a brighter, more inclusive future for all students**.**

DATE:	**Monday, May 5, 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, Mental Health Professionals**
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.

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.

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PROFESSIONAL DEVELOPMENT PROGRAM

Effective Teacher Collaboration for English Language Learners: Cross-Curricular Insights from K-12 Classrooms

Presented by Dr. Carrie McDermott-Goldman

This comprehensive workshop bridges the gap between content-area instruction and language development through strategic teacher collaboration. Drawing from successful K-12 classroom practices across multiple subject areas, participants will explore practical frameworks for creating meaningful partnerships that support English learners' academic achievement. Through hands-on activities and cross-curricular planning sessions, educators will discover how to build sustainable collaborative practices that enhance both language acquisition and content mastery.

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

1. Develop effective cross-curricular planning systems that integrate language objectives with content standards across multiple subject areas, ensuring consistent support for English learners.
2. Implement collaborative instructional strategies that leverage the expertise of both content-area teachers and language specialists to create scaffolded learning experiences for English learners at various proficiency levels.
3. Design shared assessment practices that effectively measure English learners' progress in both academic content knowledge and language development across different subject areas.

DATE:	**Wednesday, May 7, 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.

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PROFESSIONAL DEVELOPMENT PROGRAM

Unpacking the New York State Literacy Initiative: Best Practices for P-3 Literacy Instruction

Presented by Deborah Linscott-Feinstein and Lauren Kolbeck

Join us for a dynamic and interactive workshop where we will dive deep into the New York State Literacy Initiative, focusing on the P-3 Literacy Instructional Best Practices outlined by the New York State Education Department (NYSED). This session will provide educators with a comprehensive understanding of the research-based strategies that are shaping early literacy instruction across the state.

Through engaging presentations and collaborative roundtable discussions, participants will have the opportunity to:

- Explore the core components of the NYS Literacy Initiative and how it impacts instruction for young learners.
- Discuss key P-3 instructional best practices, including the integration of phonemic awareness, fluency, comprehension, and vocabulary development.
- Analyze real-world applications and strategies for embedding these best practices into your classroom environment.
- Share experiences, challenges, and successes with peers in roundtable discussions that foster community learning and idea exchange.

Whether you're an early childhood educator, literacy coach, or school leader, this workshop will provide valuable tools, insights, and a supportive network for driving literacy success in the critical early years. Don't miss this chance to enhance your instructional practices and deepen your understanding of the NYS Literacy Initiative!

DATE:	**Monday, May 12, 2025**
TIME:	**8:30 am – 2:30 pm**
COST:	**$199 for subscribers / $249 for non-subscribers** (includes buffet lunch)
AUDIENCE:	**Pre-K to Grade 3 Educators, Literacy Specialists, Instructional Coaches, School Administrators, and anyone involved in early literacy development**
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 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 Signapore. 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.

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PROFESSIONAL DEVELOPMENT PROGRAM

An Overview of Autism Spectrum Disorders

NYS Education Department Approved Training

Presented by Dr. Jeanne Villani, Psy.D.

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

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

DATE:	**Tuesday, May 13, 2025**
TIME:	**9:00 am – 12:00 pm**
COST:	**$50 for subscribers / $75 for non-subscribers**
AUDIENCE:	**Classroom Teachers; Guidance Counselors; School Psychologists; Social Workers; School and District Administrators**
LOCATION:	**LIVE ONLINE via ZOOM** *(Invite will be sent the afternoon prior)*
REGISTER:	**http://webreg.esboces.org**
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 arts program at the School of Visual Arts. She also conducts psychiatric and intelligence evaluations for the state, as a licensed NY State psychologist.

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DASA Coordinator Training

Presented by Dr. Anne Rullan

This workshop will fulfill the training requirements for Dignity Act Coordinators (DAC) as required by the Dignity For All Students Act and the New York State Education Department Board of Regents.

The workshop is designed for those who will be serving in the role of Dignity Act Coordinator in their school, as well as other school-based professionals (and parents) interested in learning more about the Dignity Act.

Participants will build capacity to assess, lead, and implement best practices related to the following:

- Understanding the regulatory requirements of the Dignity Act
- Learning more about your role as a Dignity Act Coordinator
- Identifying key resources to guide effective implementation of the Dignity Act

The workshop components include:

- Introduction and Overview of the Dignity Act
- Preparation for Implementation
- The Dignity Act Coordinator
- Receiving Complaints
- Conducting Investigations
- Post-Investigation
- Resources and Tools

DATE:	**Tuesday, May 13, 2025**
TIME:	**9:00 am – 12:00 pm**
COST:	**$95 for subscribers / $125 for non-subscribers**
AUDIENCE:	**DASA Coordinators**
LOCATION:	**LIVE ONLINE via ZOOM** *(Invite will be sent the afternoon prior)*
REGISTER:	**http://webreg.esboces.org**

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

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Heggerty Implementation Session: Bridge the Gap Intervention (Grades 2+)

Presented by Katie Durst

In this session, classroom teachers, reading specialists, and interventionists will learn how to implement phonemic awareness intervention lessons. Teachers will explore the placement assessment, how to use assessment data to drive instruction, and how to monitor student progress to help older students reach phonemic proficiency.

Teacher Outcomes:

- Understand the Bridge the Gap intervention approach and how to inform instruction using data and observations
- Understand why some students require additional time and instruction to develop phonemic awareness proficiency
- Know how to administer the placement assessment, interpret the results, and plan for effective word reading intervention
- Determine how to effectively use hand motions and additional supports in phonemic awareness instruction

DATE:	**Wednesday, May 14, 2025**
TIME:	**1:00 PM – 2:30 PM**
COST:	**$150 for subscribers / $175 for non-subscribers**
AUDIENCE:	**classroom teachers grades 2+, reading specialist**
LOCATION:	**LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Pedagogy**

Katie Durst currently lives in Denver, Colorado. She has been a part of the Heggerty Team for three years and has provided hundreds of hours of professional development for teachers all around the country. She received her Masters as a Reading Specialist and has seventeen years of teaching experience, with ten of those years being focused specifically on teaching children with reading disabilities. She has completed her training to become a Certified Academic Language Practitioner and has been trained in several other Orton Gillingham programs. Katie is passionate about ensuring that every child has access to explicit and systematic literacy instruction. In her spare time, Katie loves to explore colorful Colorado with her two young children and husband.

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Inquiring Minds Want to Learn: Posing Good Questions to Promote Student Inquiry

Presented by Erik Francis

What does teaching and learning with an inquiring mind involve? How is teaching and learning with an inquiring mind standards-driven and student supportive? How could we phrase and pose good questions that prompt and promote student inquiry? In this session, you will learn 15 different ways to teach and learn through inquiry and by questioning with good questions. You will learn how to rephrase the performance objectives of academic standards and learning targets into good questions that can set the instructional focus, serve as assessments, and personalize learning. You will also learn how to pose good questions that will "hook" students' curiosity and interest to learn and guide them down four different pathways to inquiry: Foundational, Understanding, Deep and Expertise. Most importantly, you will learn how teaching and learning with an inquiring mind ensures teaching and learning is academic, affective, and authentic for all.

Outcomes:

- Recognize the types of good questions that promote cognitive rigor and student inquiry.
- Understand how good questions prompt students to comprehend and communicate different levels of thinking and Depth of Knowledge in different contexts.
- Use good questions to activate, advance, assess, and augment student learning through inquiry.
- Rephrase the performance objectives of academic standards and learning targets into good questions that will set the instructional focus, serve as assessments, and personalize learning.
- Utilize generative artificial intelligence (AI) and e-search engines as a stimulus to come up with good questions students could address through deep inquiry.
- Plan and provide inquiry-based teaching and learning experiences using the Inquiring Minds Framework.

DATE:	**Monday, May 19, 2025**
TIME:	**8:30 am – 2:30 pm**
AUDIENCE:	**K-12 Teachers, Administrators, Instructional Coaches, Curriculum and Instruction Specialists**
COST:	**$349 for subscribers / $399 for non-subscribers** (includes buffet lunch)
LOCATION:	**Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Pedagogy**

Erik M. Francis, M.Ed., M.S., is an international author, educator, presenter, and professional development provider with over 25 years of experience in education. He is the author of Inquiring Minds Want to Learn: Posing Good Questions to Promote Student Inquiry (Solution Tree), Deconstructing Depth of Knowledge: A Method and Model for Deeper Teaching and Learning (Solution Tree), and Now That's a Good Question! How to Promote Cognitive Rigor Through Classroom Questioning (ASCD). Erik is the owner of Maverik Education, providing professional development, guidance, and support on how to plan and provide teaching and learning experiences that are standards based, socially and emotionally supportive, and student responsive. He is also consistently ranked as one of the World's Top 30 Education Professionals by the international research organization Global Gurus and the Top 10 Global Thought Leaders in Education by the organization Thinkers360.

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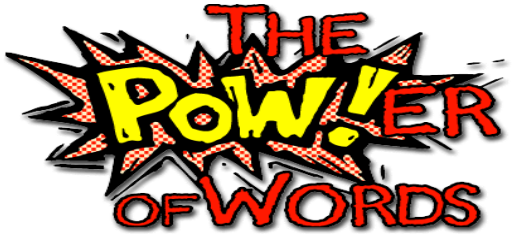
Vocabulary Instruction for Durable Learning: How Words Get Learned and *Stay* Learned

Presented by Amy Benjamin

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



DATE:	**Monday, May 19, 2025**
TIME:	**8:30 am – 2:30 pm**
COST:	**$150 for subscribers / $199 for non-subscribers**
AUDIENCE:	**Grades 4-12 Teachers of ELA, ENL, and Special Education**
LOCATION:	**Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Pedagogy**

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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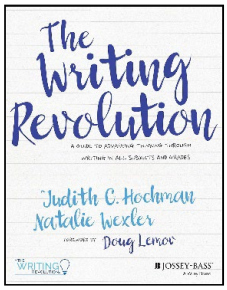
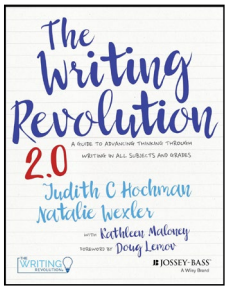
Writing Revolution

Presented by Dr. Maureen Martin

Join us for Professional Development based on the books, *The Writing Revolution and Writing Revolution 2.0 by Judith Hochman and Natalie Wexler*.

- Participants will leave with strategies that are appropriate for all grades and content areas.
- Participants will learn how to Revolutionize content with sentence frames, sentence summaries and conjunction activities
- A focus on how to embed writing into the content knowledge will assist educators as they work to make students become better writers and thinkers.
- Explicit direct instruction activities in writing will be shared and demonstrated throughout the professional development.





**PARTICIPANTS DO NOT NEED TO HAVE READ EITHER BOOK. THE WORKSHOP IS BASED ON THE INFORMATION AND RESEARCH CONTAINED IN BOTH BOOKS. THE PRESENTER WILL PROVIDE ALL NECESSARY MATERIALS FOR THE WORKSHOP.*

DATE:	**Tuesday, May 20, 2025**
TIME:	**8:30 am – 2:30 pm**
COST:	**$150 for subscribers / $199 for non-subscribers**
AUDIENCE:	**Teachers of All Grades and Content Areas**
LOCATION:	**Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville**
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Pedagogy**

Dr. Maureen Martin earned her Bachelor of Arts at St. Joseph's College in Patchogue, NY, her Masters from Adelphi University in Garden City and her Professional Diploma and her Doctorate in Educational Administration from Dowling College. Maureen holds certifications in Special Education and Elementary Education and School Administration and Supervision. Maureen had held both Administrative and Instructional positions in districts on Long Island. Maureen has been an Adjunct at Long Island University and St. Joseph's College. Maureen has spent a majority of her career in the area of Professional Development. Dr. Maureen Martin is a regional presenter and educational consultant with an extensive background in special and general education Pre-K to 12. Dr Martin most recently presented at Innovative Schools Summit at the Marriott Marquis in NYC and at the NYS TESOL Annual Conference in Albany. Maureen has trained extensively in literacy, special education, Multi-Tiered Systems of Support-Integrated, explicit direct instruction, specially designed instruction, co-teaching, questioning, instructional coaching, and overall school improvement. Maureen has worked to develop effective teaching and learning strategies through research based practices to improve student engagement and academic performance.

In-Person

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WILSON Reading System®

DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES PROFESSIONAL DEVELOPMENT PROGRAM

Wilson Reading System® Introductory Course

Presented by Aimee Gandee, a Wilson Certified Trainer

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:	**June 2, 3, and 4, 2025 (must attend all 3 days)**
TIME:	**8:30 am – 3:00 pm**
COST:	**$749 for subscribers / $799 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.esboces.org**
CTLE:	**Content**

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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES
PROFESSIONAL DEVELOPMENT PROGRAM

What's New with the 2025-2026 Every Students Succeeds Act (ESSA) Consolidated Application

Presented by Rose Peppe

The 2025-26 Consolidated Application will be posted in the New York State Business Portal. Each year changes to the previous year's application occur. This workshop, presented via a virtual platform, will review the new consolidated application with an in-depth analysis and discussion of that which has changed, been added or is a new mandate entirely. Participants will examine the submission requirements while learning a systematic approach to completing the comprehensive document by engaging in an item-by-item review. Specific information about how to write the narratives, complete the forms and prepare budgets for approval will be provided with an emphasis on that which is new to the expectations for 2025-26. Outreach to non-public schools will be explained. Compliance issues beyond the consolidated application will also be addressed.

ESSA
Every Student Succeeds Act

DATE:	**Wednesday, June 4, 2025**
TIME:	**8:30 am – 2:30 pm**
COST:	**$175 for subscribers / $225 for non-subscribers**
AUDIENCE:	**Building and District Administrators**
LOCATION:	**LIVE ONLINE via ZOOM** ***(Invite will be sent the day prior)***
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Content**

Rose Peppe served 33 years in the Lawrence Public Schools, first as a teacher and then as an administrator. She is now an educational consultant working with school districts in the areas of literacy, state assessments, the implementation of Next Generation Learning Standards expectations, Mindset Theory and Every Student Succeeds Act since her retirement in 2002. She prides herself on staying current with research and practices so she may offer practical suggestions and understandings to those with whom she works. The intent of her professional development work is to maximize the effectiveness of instructional practices across all content areas in grades K through 12 and assist districts in meeting compliance issues governed by legislation.

LIVE STREAM

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DEPARTMENT OF EDUCATIONAL SUPPORT SERVICES

PROFESSIONAL DEVELOPMENT PROGRAM

Preparing the 2025-2026 ESSA Consolidated Application for Submission to the New York State Education Department

Presented by Rose Peppe

This two-day virtual workshop is for attendees interested in writing responses to narrative questions, completing calculations for charts, planning budgets and addressing all requirements for submission of the 2025-2026 ESSA Consolidated Application to NYSED. Each component of the application, for each of the Title programs, will be addressed through this hands-on approach to application preparation. Participants are asked to have lap tops, business portal passwords and all required data specific to their respective districts with them to each session so their work can be productive. To do this, participants will be expected to peruse the 2025-26 consolidated application prior to arrival in order to determine the data necessary for application writing and completion. Rose Peppe will facilitate the process, guiding attendees through the completion of each segment of the 2025-26 ESSA Consolidated Application.

ESSA
Every Student Succeeds Act

DATES:	**June 11 & 16, 2025 (must attend both days)**
TIME:	**8:30 am – 2:30 pm**
COST:	**$299 for subscribers / $349 for non-subscribers**
AUDIENCE:	**Building and District Administrators**
LOCATION:	**LIVE ONLINE via ZOOM *(Invite will be sent the afternoon prior)***
REGISTER:	**http://webreg.esboces.org**
CTLE:	**Content**

Rose Peppe served 33 years in the Lawrence Public Schools, first as a teacher and then as an administrator. She is now an educational consultant working with school districts in the areas of literacy, state assessments, the implementation of Next Generation Learning Standards expectations, Mindset Theory and Every Student Succeeds Act since her retirement in 2002. She prides herself on staying current with research and practices so she may offer practical suggestions and understandings to those with whom she works. The intent of her professional development work is to maximize the effectiveness of instructional practices across all content areas in grades K through 12 and assist districts in meeting compliance issues governed by legislation.

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.