



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

Session 1:

Date: April 30, 2025
Time: 9:00am-12:00pm
Location: Live online via Zoom
(Invite will be sent the day prior)

Session 2:

Date: May 21, 2025
Time: 9:00am-12:00pm
Location: ISC@ Sequoya, 750 Waverly Ave., Holtsville

Session 3:

Date: June 16, 2025
Time: 9:00am-12:00pm
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.

