

Department of Educational Support Services · Professional Development Program

APPR TRAINING FOR PRINCIPAL AND TEACHER EVALUATORS 2025-2026 SCHOOL YEAR

Annual Recertification Training for Principal and Teacher Evaluators

<u>DATE</u>	<u>TIME</u>	<u>LOCATION</u>	<u>PRESENTER</u>
August 13	8:30-11:30 am	ZOOM	Dr. Anne Rullan
August 20	8:30-11:30 am	ZOOM	Dr. Anne Rullan
August 26	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
September 11	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
September 18	8:30-11:30 am	ZOOM	Dr. Anne Rullan
September 26	8:30-11:30 am	ZOOM	Dr. Deborah De Luca
October 7	8:30-11:30 am	ZOOM	Dr. Anne Rullan
April 16	8:30-11:30 am	ZOOM	Dr. Anne Rullan

New Teacher Evaluator – Virtual Training

(For those individuals who are new to evaluating teachers for the 2025-2026 school year)

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

New Principal Evaluator - Asynchronous Training

(For those individuals who are new to evaluating principals for the 2025-2026 school year)

<u>DATES</u>	<u>LOCATION</u>	<u>PRESENTER</u>
August 20 - December 19	Online – self-paced	Emma Klimek



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



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The IMSE Comprehensive Orton-Gillingham Plus Course

Presented by Aaron Franklin, IMSE Instructor

The IMSE Comprehensive Orton-Gillingham Plus Course and Program is 30-hours of a hands-on, interactive, and personalized class that provides a complete understanding of IMSE's enhanced Orton-Gillingham method, the essential five components to literacy, and the tools necessary to apply it in the classroom.

PARTICIPANTS WILL:

- Gain knowledge of the Science of Reading and Structured Literacy.
- Gain knowledge about students with reading difficulties such as dyslexia.
- Understand how ELL students can best learn English.
- Identify and administer various types of assessments Implement and create structured literacy lessons.

MATERIALS / RESOURCES included: Orton-Gillingham Plus Manual, Orton-Gillingham Plus Teacher Guides (three books, grade level dependent), Orton-Gillingham Plus Fidelity Companion Word-Building Kit, OG+ Phoneme/Grapheme Card Pack - Large Blending Board, Customizable whiteboard Red Word Book, Sensory screen, Small Bag of Sensory Sand, Syllable Division Teacher Guide (available for 1st - 3rd grade). OG+ Spelling Teacher Guide -3rd Grade+ (available for 2nd and 3rd grade instruction), Decodable Readers Fiction: Volumes 1 & 2, Nonfiction: Volume 1 (PDFs), Access to IMSE LAB Access to OG+ Implementation Library.

MATERIALS YOU WILL NEED:

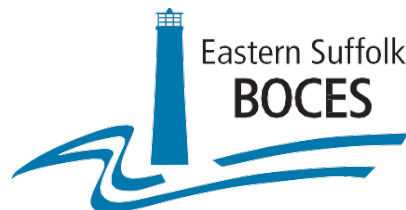
- Participants should bring a fully charged laptop (an iPhone/iPad or similar devices are not recommended)
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The Comprehensive OG Plus, along with the other IMSE Impact Courses, and the IMSE Practicum will help teachers prepare to take the Center for Effective Reading Instruction (CERI) Knowledge and Practice Examination for Effective Reading Instruction (KPEERI) to obtain a Structured Literacy (SLCT) Classroom Teacher Certificate. CERI is a subsidiary of the International Dyslexia Association (IDA). Upon completion of this course, teachers are eligible to purchase 2 graduate credits.

DATES:	October 6, 7, 8, 9 and 10 (must attend all 5 days)
TIME:	8:30 am to 3:30 pm (lunch included each day)
COST:	\$1599 for subscribers/\$1649 for non-subscribers
AUDIENCE:	grades K- 2 Gen Ed / Grades K-5 Special Ed teachers, literacy coaches & interventionists
LOCATION:	Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Aaron Franklin, Jr. has 15 years of experience in public education as a Music and Special Education Instructor. He has both a BS degree and a Master's degree in Music Education. After having made the switch from the Music classroom to being a Special Ed Instructor, Aaron attended a public training by IMSE in the summer of 2016. His instructor, Janice Kohler, saw something unique in him, not the least of which was his knowledge of language (which he had acquired in his seminary studies) and recruited him to become a trainer with the company. He began that process in the fall of 2016, and by the end of the 2017-18 school year, Aaron had satisfied each of the requirements for being a full-time trainer for IMSE. Known affectionately as "A-A-Ron" among his participants, he strives to bring a musically intense, entertaining and enlightening experience to every single instructor he works with.



Department of Educational Support Services · Professional Development Program

District and School Level Implementation Of Multi-Tiered System of Supports

Presented by Rodrigo Campos, Psy. D.

This four-day professional learning series is designed to deepen participants' understanding of MTSS and build practical capacity for implementation at the district and school levels. Each session will focus on key components necessary for building, sustaining, and evaluating an effective MTSS framework. This training is designed for District/School teams of at least 3 members with at least 1 being a district leader.

Day 1: Building District Capacity for MTSS Implementation - October 23, 2025

- Multi-Tiered System of Supports: Core Components
- Leadership and Collaboration: Establishing a shared vision among district leaders and staff.
- Fidelity of Implementation: Applying research-validated tools to ensure quality and consistency, featuring the SWPBIS Tiered Fidelity Inventory and Reading Tiered Fidelity Inventory.
- Implementation Science: Overview of frameworks and tools to support systemic change.

Audience: District leaders currently leading or planning MTSS efforts. Participation in district teams of 2-4 is encouraged.

Day 2: School-Level Implementation – Behavior and SEL (Tier 1) – November 19, 2025

- Multi-Tiered System of Supports: Core Components
- Fidelity of Implementation: Applying research-validated tools to ensure quality and consistency, featuring the SWPBIS Tiered Fidelity Inventory (TFI).
- Tiered Instruction & Intervention: Planning and delivering effective supports at Tier 1.
- School-Based Leadership & Teaming: Strengthening school-level MTSS structures.
- Data-based decision-making for school-wide implementation.

Audience: School administrators and leaders supporting behavioral/SEL interventions. Teams of 2-4 are encouraged. District leaders are invited to attend alongside school teams.

Day 3: School-Level Implementation – Literacy (Tier 1) – January 13, 2026

- Fidelity of Implementation: Applying research-validated tools to ensure quality and consistency, featuring the RTFI.
- Tiered Instruction & Intervention: Planning and delivering effective supports at Tier 1.
- Leadership & Teams: Strengthening MTSS at the school level.
- Grade-level Teams: Strengthening school-level MTSS structures.
- Data-driven decisions for school & grade-level implementation.

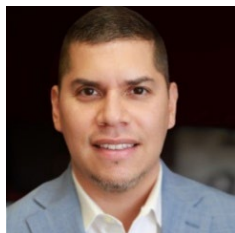
Audience: School administrators and leaders supporting behavioral/SEL interventions. Teams of 2-4 are encouraged. District leaders are invited to attend

Day 4: Developing an Annual MTSS Activities Calendar February 11, 2026

- Collaborative Planning: Designing a year-long implementation calendar to guide MTSS work for the 2023-2024 school year.
- District-School Alignment: Ensure coherence across levels of the system.
- Monitoring & Evaluation: Establishing metrics and routines for ongoing assessment of MTSS efforts.

Audience: Participants from Days 1-3 (district and school leaders)

TIME: 8:30 am to 2:30 pm (buffet lunch provided)
COST: Team of 3: \$3999 for subscribers / \$4499 for non-subscribers-Additional team members are welcome at a fee of \$1399/\$1559 (must attend all four days)
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content/Pedagogy



Rodrigo Campos, Psy. D. is a New York State Licensed Psychologist and Certified School Psychologist. He currently works at the Multi-Tiered System of Supports-Integrated (MTSS-I) Center in partnership with the New York State Education Department (NYSED) as part of the State Personnel Development Grant. He consults with school districts across New York City and Long Island as they develop the MTSS Framework. Dr. Campos served the New York City Department of Education as a Behavior Specialist and School Psychologist for 15 years, providing systems level consultation, professional development, and direct service to students and families. Dr. Campos earned his Masters and Doctoral degrees from NYU's Department of Applied Psychology. He has conducted research in the areas of parent and father involvement. His clinical experience includes work at Bellevue Hospital and Lincoln Medical and Mental Health Center.