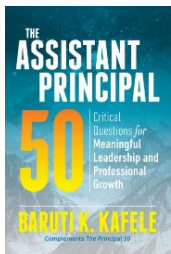


Department of Educational Support Services · Professional Development Program

Does My Assistant Principalship Benefit My School Academically?

Presented by Principal (Baruti) Kafele, National Presenter



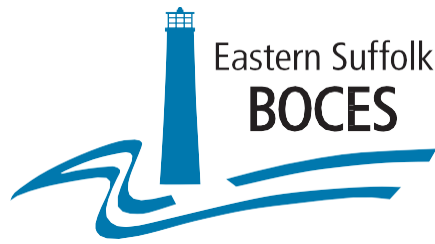
In far too many schools across the U.S. – the assistant principals are relegated to the role of “disciplinarian” or “Dean of Students.” They spend entire school days disciplining and suspending instead of spending the bulk of their days coaching and observing instruction as *instructional leaders* must do. Rooted in Principal Kafele's book, *The ASSISTANT Principal 50*, this high-energy, highly interactive workshop asks assistant principals the overarching question, “*What is your value to your school academically?*” It will provide assistant principals with the information they need in order to function as true school instructional leaders and coaches. Principal Kafele contends that far too many assistant principals are ill-prepared to one day step into the role of the principals because they simply have not been exposed to functioning as principals in general, and instructional leaders in particular.

This presentation will provide assistant principals with the “tools” they need in order to approach their current positions beyond disciplinarians and cafeteria duty. They will be better prepared to assist the principal with “moving the academic needle” as the #2 instructional leaders and coaches in their buildings.

- DATE:** Tuesday, December 16, 2025
- TIME:** 8:30 AM to 2:30 PM (buffet lunch provided)
- AUDIENCE:** Assistant Principals, Aspiring Assistant Principals, *also ideal for assistant superintendents and superintendents toward "reimagining" the role of the assistant principal.*
- COST:** \$349 for subscribers / \$349 for non-subscribers (book included)
- LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742
- CTLE:** Pedagogy
- [CLICK HERE TO REGISTER](#)



One of the most sought-after school leadership and classroom equity presenters in America, Principal **Kafele** is impacting America’s schools. For over 35 years, he has delivered more than 3000 conference and program keynotes, professional development workshops, parenting seminars and student assemblies. In addition to writing several professional articles for popular education journals, he has authored fourteen books, including seven ASCD best sellers. His newest book, *What Is My Value INSTRUCTIONALLY to the Teachers I Supervise?* was recently released. Principal Kafele is the creator and host of the popular *AP & New Principals Academy*, streamed live every Saturday morning on his *AP & New Principals Academy* YouTube channel. He is the recipient of over 150 educational, professional and community awards which include the prestigious Milken Educator Award, the National Alliance of Black School Educators Hall of Fame Award, the East Orange, NJ Hall of Fame Award, recognition as one of the World’s Top 30 Education Professionals for six consecutive years (2020 – 2025) by Global Gurus Top 30, recognition for creating one of the world's top school leadership training programs by Global Training (2025), recognition by District Administration as one of the Top 100 Influencers for Educational Leadership in America for 2025 and the City of Dickinson, Texas proclaiming February 8, 1998 as Baruti Kafele Day.



Department of Educational Support Services · Professional Development Program

Implementing Numeracy Briefs: Best Practices for Effective Math Instruction (Grades K-2 Series)

Facilitated by Dr. Nicole Hersey – Bertram

Engage in Learning: Connecting the Numeracy Briefs to Research and Practice!

In each session, we will explore a numeracy brief focus topic and engage in hands-on applications and modeling. We will examine lesson planning, analyze sample student work, and strategize implementation planning across grade levels. We will close each session with reflections and explore next steps to support best practices for our sessions' focus topic.

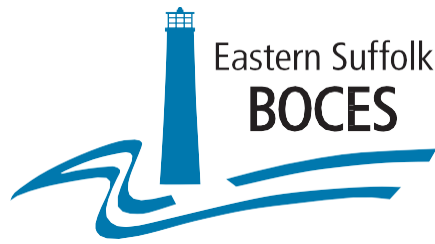


<p>◆ December 18 - Focus: Number Sense & Counting</p> <ul style="list-style-type: none"> • Number Sense development through the grades • Counting & Properties • Anticipating Misconceptions
<p>◆ January 8 - Focus: Number Relationships & Early Algebraic Thinking</p> <ul style="list-style-type: none"> • Building fluency with flexible thinking • Early patterns → algebra foundations
<p>◆ February 5 - Focus: Geometry & Measurement in Early Grades</p> <ul style="list-style-type: none"> • 2D & 3D shapes- describing & classifying • Measurement (length, time, capacity)
<p>◆ April 30 - Focus: Formative Assessment & Numeracy Progress Monitoring</p> <ul style="list-style-type: none"> • Using observation and anecdotal notes as data • Growth over time: What does progress look like? • Accountable talk, reasoning, performance assessments

REVISED DATES: Thursdays: Dec. 18, 2025 • Jan. 8, 2026 • Feb. 5, 2026 • April 30, 2026
TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$599 for subscribers / \$649 for non-subscribers (includes all four sessions)
AUDIENCE: Grades K-2 Math Teachers, Math Directors, and Math Coaches
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Nicole Hersey-Bertram is a Teaching Professor at the University of Rhode Island, with a dual appointment to the College of Education and Department of Mathematics. She currently holds a doctorate in Education from the University of Rhode Island and Rhode Island College. Her scholarship focuses on the learning of mathematics, mathematical thinking, and pedagogical content knowledge.



Department of Educational Support Services · Professional Development Program

Implementing Numeracy Briefs: Best Practices for Effective Math Instruction (Grades 3-5 Series)

Facilitated by Dr. Nicole Hersey – Bertram

Engage in Learning: Connecting the Numeracy Briefs to Research and Practice!

In each session, we will explore a numeracy brief focus topic and engage in hands-on applications and modeling. We will examine lesson planning, analyze sample student work, and strategize implementation planning across grade levels. We will close each session with reflections and explore next steps to support best practices for our sessions' focus topic.



◆ **December 19 - Focus: Place Value & Operations**

- Value of Place
- Understanding multiplicative structure of place value
- Different methods for operations

◆ **January 9 - Focus: Fractions, Decimals & Flexible Strategies**

- Fractions as values
- Equivalences & Representations
- Greg Tang comparison methods
- 100 grids for Fractions, Decimals, & connect to percentages

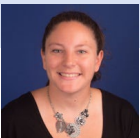
◆ **February 6 - Focus: Multi-Digit Operations & Problem Solving**

- Strategies for multiplication & division (beyond but leading to standard algorithms)
- Using area models and number lines
- Dan Meyers- Patient Problem Solving
- Polya's Problem Solving

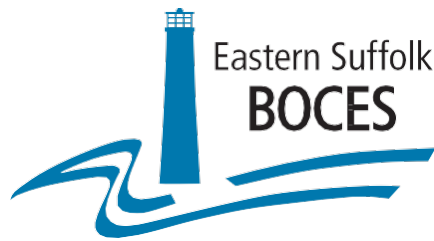
◆ **May 1 - Focus: Math Discourse & Reasoning for Upper Elementary**

- Justifying thinking, annotating student work
- Using prompts to elicit student explanations

REVISED DATES: Fridays: Dec. 19, 2025 • Jan. 9, 2026 • Feb. 6, 2026 • May 1, 2026
TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$599 for subscribers / \$649 for non-subscribers (includes all four sessions)
AUDIENCE: Grades 3-5 Math Teachers, Math Directors, and Math Coaches
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>



Dr. Nicole Hersey-Bertram is a Teaching Professor at the University of Rhode Island, with a dual appointment to the College of Education and Department of Mathematics. She currently holds a doctorate in Education from the University of Rhode Island and Rhode Island College. Her scholarship focuses on the learning of mathematics, mathematical thinking, and pedagogical content knowledge.



Department of Educational Support Services · Professional Development Program



INITIAL TRAINING FOR NEW EVALUATORS OF PRINCIPALS

ONLINE TRAINING AND OFF -LINE LEARNING

Presented by Emma Klimek

Anytime, Anyplace...Any Pace!

This online training is designed for lead evaluators who are required to be trained in the nine elements outlined by the New York State regulations regarding principal evaluation. This course is conducted primarily online in a self-directed process, with opportunities to participate in live video chats. The training has eight modules which cover the required elements stipulated in the regulations. The modules will require participants to view videos, review articles, post to a bulletin board and/or wiki as well as submit assignments on a schedule determined by the participant. Completion of all of the required elements of this training will provide the participant evidence of training to submit to the appropriate authority in the participant’s district for approval as a Lead Evaluator of Principals.

Eight (8) Modules

1. Introduction
2. ISLLC Standards and State Approved Principal Evaluation Rubrics
3. Review of the required nine elements for Principal Evaluators
4. Observing lessons and the Role of lesson observation in principal evaluation
5. Data Driven Culture and Data Analysis: The Principal’s Role
6. APPR Requirements
7. SLOs and the Principal’s Role
8. Evaluating a Principal

TRAINING PERIOD: January 7 – May 7, 2026**

**** ALL MODULES MUST BE COMPLETED BY May 1****

COST: \$275 for subscribers /\$325 for non-subscribers

AUDIENCE: New Principal Evaluators (Initial Training)

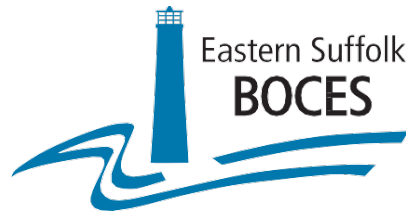
LOCATION: Online/Virtual

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



Emma Klimek has experience as a classroom teacher, reading specialist, principal and assistant superintendent. She has provided districts guidance in using data to inform instruction, developing inquiry teams and facilitating data management in schools. Emma is a charter member of DATAG and has been a member of the board of directors for 11 years as well as serving as an officer of the board. Emma has successfully written several state and federal grants totaling over 10 million dollars. In addition, Emma was a member of the Eastern Suffolk BOCES network team and is providing workshops and turnkey training in the areas of teacher effectiveness and inquiry teaming.

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, gender identity or expression, transgender status, 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 applicable 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.



Department of Educational Support Services · Professional Development Program

Generative Artificial Intelligence (AI) for Educators: Practical Strategies and Hands-On Learning

Presented by **Matt Molloy**

This three-part professional development series equips K-12 teachers, instructional coaches, building leaders, and district leaders with the tools, confidence, and insight to effectively and ethically use generative AI. Content and examples will be differentiated by role and grade level.



Participants address day-to-day challenges—lesson planning, grading, differentiation—through hands-on, time-saving AI solutions. Each session builds progressively, culminating in collaborative, in-session projects with no work required outside of the sessions. Participants leave prepared to support others and lead schoolwide adoption efforts.

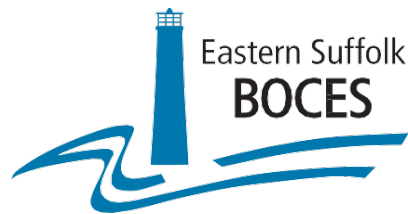
Session 1 Thursday, January 8, 2026	Foundations + Practical AI Solutions — Build shared understanding of AI tools, strengths, and limits. Hands-on exploration with ChatGPT and other free, accessible tools. Leverage AI for lesson planning, differentiation, and rubric creation. Includes pre-built templates and prompt guides. (Beginner + Intermediate focus)
Session 2 Thursday, January 29 2026	Ethics, Policy, and Advanced Integration — Navigate bias, misinformation, and plagiarism. Draft age-appropriate policies for student use. Apply AI in formative assessment, IEP personalization, and student voice projects.
Session 3 Thursday, February 12, 2026	Collaborative AI Lab — Participants work in groups on real-time challenges applying tools and templates from earlier sessions; all project work is completed in-session.

All tools used are free and usable without a subscription
Participants should have access to Large Language AI Models (LLMs)

TIME:	3:30 PM to 5:00 PM
COST:	\$175 for subscribers / \$225 for non-subscribers (includes all three in the series)
AUDIENCE:	K-12 teachers, instructional coaches, building leaders, and district leaders
LOCATION:	LIVE ONLINE via ZOOM (Invite will be sent the day prior)
REGISTER:	http://webreg.esboces.org
CTLE:	Content



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.



Department of Educational Support Services · Professional Development Program

Understanding Dyslexia: Research Supported Screeners, Strategies and Methods that Work

Presented by Michelle Stone, The Living Literacy Network

In this workshop, teachers will explore the latest research on how to effectively support students with dyslexia. We'll examine the most widely used screeners and what insights they provide, along with key indicators at each grade level that may signal a need for targeted intervention.

Teachers will learn:

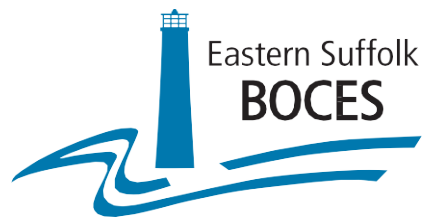
- What dyslexia is (and is not)
- Signs of dyslexia at different age/grade levels from preschool to 4th grade and beyond
- What to look for in screeners
- How to give and interpret data from screeners to drive interventions
- Critical elements of teaching dyslexic learners
- Orthographic mapping routines that work for dyslexic learners
- How explicit instruction supports all-and specifically dyslexic-learners
- Strategies and instructional methods that work for the dyslexic brain

Teachers will walk away with research-based strategies they can use to identify and effectively teach dyslexic learners.

DATE: Monday, January 12, 2026
TIME: 8:30 AM to 2:30 PM (buffet lunch included)
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: Grades K-8 Teachers across content areas, special ed teachers, support staff
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy/Content



Michelle Stone taught in New York City and Long Island public schools for over 15 years prior to consulting. In her national work with school districts, she customizes reading and writing curriculum and empowers teachers to successfully meet the ever-changing needs of their students in literacy. She has co-authored interactive read aloud units and curated book lists for districts that teach in- depth reading skills and promote student language development. In 2022, she co-authored *Informational Writing Mini-Lessons: Your Go-To Guide for Flexible, High-Impact Instruction*. Michelle co-founded The Living Literacy Network in response to the need for a more authentic approach to professional development, rather than a "one size fits all," program-based philosophy for the teaching of reading and writing.

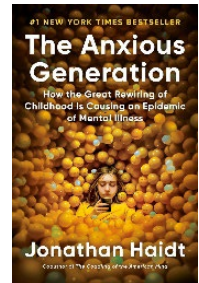


Department of Educational Support Services · Professional Development Program

Book Study: *The Anxious Generation*

Presented by **Dr. Kelly Zinn, DSW, LCSW**

Over the past several years, there has been a notable decline in the mental health and wellbeing of our children, and record high levels of anxiety and depression in children and adolescents have been well documented. While many factors contribute to this concerning and drastic rise in mental health challenges faced by our youth, Jonathan Haidt's book takes a close look at how we got here and offers much food for thought on what we can do to create positive change. In this 2-Part book study, participants will engage with the important ideas and data presented in Jonathan Haidt's recent work, *The Anxious Generation: How the Great Rewiring of Childhood is Causing an Epidemic of Mental Illness*.



Join the conversation!

- **Session 1 will cover material in Chapters 1-6**

We will explore the problem as Haidt defines it, and reflect on and discuss how we see the manifestation of youth mental health challenges in our school settings.

- **Session 2 will cover material from Chapters 7-12**

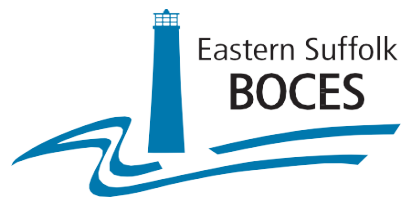
We will focus on the author's suggestions for collective action, and how these suggestions can be implemented in our schools and communities.

Resources suggested by the author to support this work in our schools will be shared, as well as practical and actionable tips and strategies available for immediate implementation. Suggestions for turnkeying this book study in your school communities will be covered in both parts of this workshop.

DATE: Session 1 – Tues., January 13, 2026 **AND** Session 2 – Wed., February 4, 2026
TIME: 12:00 PM – 3:00 PM
AUDIENCE: School Social Workers, Counselors & Psychologists, Administrators and Lead Teachers
COST: \$175 for subscribers / \$225 for non-subscribers
(includes both sessions - book not included)
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Kelly Zinn, DSW, LCSW is a graduate of the Rutgers University Doctor of Social Work program, and a Licensed Clinical Social Worker and certified School Social Worker. For 14 years Kelly was employed as a school social worker. Dr. Zinn is committed to professional development of educational professionals, has presented at several local, state, and national conferences, and is published in peer-reviewed journals and a textbook for clinical students. Currently, Kelly is a full-time professor at St. Joseph's University in Patchogue, works in private practice, and partners with school districts to provide professional development to school staff.



Department of Educational Support Services · Professional Development

Creating a Culture of Care: How to Implement Restorative Justice Practices in Your School and/or School District

Presented by Adele Bovard

Restorative practices keep a learning community connected in an increasingly disconnected world. During this highly interactive training, participants will engage in learning and role plays of scaffolded restorative strategies. Participants will leave this training with the knowledge, skills, and resources to facilitate and lead the implementation of a culture of care based on restorative practices in their buildings and districts. The goal is to create a professional learning community focused on implementing restorative practices in classrooms and in the daily life of the school.

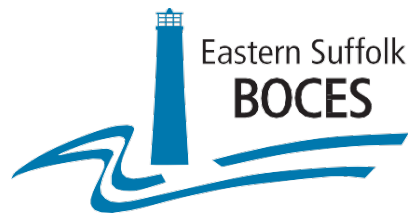
The concepts and strategies covered in the training are as follows:

- **Relationships and Basic Principles** – What does restorative practice look like in schools? There are four basic principles for educators.
- **Collegial and Teacher-Student Relationships** – Restorative tools are used to build and maintain a healthy school community and classroom community.
- **Community Circles** – A tool to help teachers/ students build connectedness, cooperation, and a sense of belonging.
- **Restorative Conversations** – Simple, non-adversarial, problem-solving conversations.
- **Restorative Assessment** – A tool to unpack conflict and determine what type of restorative intervention is needed.
- **Restorative and Problem Solving Circles** – A tool to help teachers/students respond to wrongdoing and conflict as a group.
- **Blending Together Current Practices with Restorative Justice** – A plan for how to blend together multi-tiered approaches like RtI, PBIS, and MTSS with Restorative Justice.
- **Culturally Sustainable Restorative Practices–Action Plan**–Using the process of Appreciative Inquiry, identify what steps could be taken to move the school system from where it is now to where it could ideally be in order to create a Culture of Care based on Restorative practices.

DATES: January, 14, 15 and February, 11 2026
TIME: 8:30 am – 3:00 pm (buffet lunch provided)
COST: \$525 for subscribers / \$575 for non-subscribers (includes all three days)
AUDIENCE: District Teams of 5 are preferred, consisting of: Principals; Assistant Principals; School Counselors; School Psychologists; Social Workers; Teacher Leader and/or Central Office Administrator
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esbores.org>
CTLE: Pedagogy



Adele Bovard has served as a classroom teacher, building principal of elementary and secondary schools, deputy superintendent and superintendent of schools. At each level of work, she utilized restorative practices by engaging students and allowing them to take greater responsibility which enhanced the quality of teaching and learning for everyone. Her experience in both suburban and urban schools highlighted the need for mitigating disproportionality of student suspensions. Adele served on the New York State Bar Association Task Force on Reducing the School to Prison Pipeline. She is a lead facilitator for Why Restorative Justice based in Colorado and is certified in Restorative Justice Leadership by the Center for Restorative Justice University of San Diego. She consults for the Center for Dispute Settlement in Rochester NY. She is honored to serve on the board of New York State School Music Association: Chair of the Diversity Committee and Chairs the Equity Committee for the National Association for Music Educators.



Department of Educational Support Services · Professional Development Program

Take Your Small Group Reading Instruction to the Next Level

Presented by **Lauren Kolbeck and Deborah Linscott-Feinstein**

Ready to elevate your small group reading instruction? This hands-on workshop is designed for educators looking to sharpen their skills and maximize the impact of their small group time. Learn how to effectively use assessment data to drive targeted instruction that meets the diverse needs of your readers. We'll dive into using small group time to strengthen **supporting vocabulary**, build **automaticity**, and boost **reading fluency**—key components of reading success. Participants will explore a variety of lesson types and gain practical strategies for flexible, student-centered groupings.

You'll also leave with **ready-to-use, make-and-take tools to enhance your instruction, streamline planning, and increase student engagement**. Get ready to roll up your sleeves and practice applying what you learn in real time—this is a session full of ideas you can implement **tomorrow!**

This workshop is the **perfect next step for educators who attended *The Science of Reading & Small Group Instruction***. While attendance at that session is **not required**, it is **highly recommended** to get the most out of this experience.

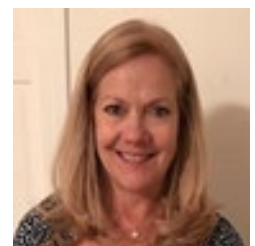
Perfect for teachers who want to teach smarter, not harder!

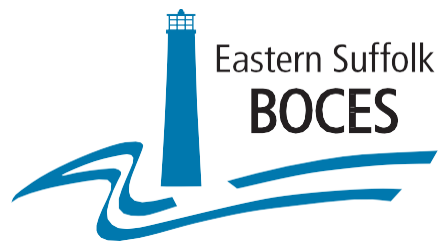
DATE: Thursday, January 15, 2026
TIME: 8:30 am to 2:30 pm (**buffet lunch included**)
COST: \$225 for subscribers / \$275 for non-subscribers
AUDIENCE: K-5 Elementary Teachers, Reading Teachers, Literacy Coaches, ELL Teachers, and Building Administrators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



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

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.





Department of Educational Support Services · Professional Development Program

Sensory Support: A Hands-On Workshop for Educators

Presented by Deanna Powers OTR/L

This interactive workshop equips teachers with sensory-based strategies to support student focus, self-regulation, and engagement in the classroom. Educators will learn how to identify sensory needs, integrate calming and alerting activities, and create a sensory-friendly environment that benefits all students.

Workshop Highlights:

- Understanding sensory processing and its impact on learning
- Hands-on experience with sensory tools and activities
- Strategies for incorporating sensory breaks, movement, and tactile experiences into daily routines
- Classroom modifications to minimize distractions and promote regulation
- Practical takeaways, including sensory toolkits and adaptable lesson plans

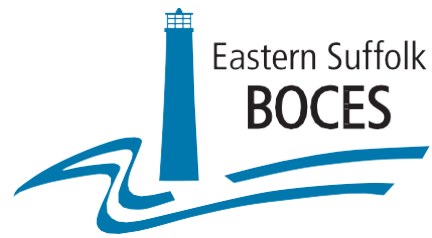


This workshop is designed to empower educators with the knowledge and resources to foster a more inclusive, focused, and supportive learning environment for all students.

DATE: Friday, January 16, 2026
TIME: 8:30 am – 2:30 pm
COST: \$149 for subscribers / \$199 for non-subscribers
AUDIENCE: Elementary, Special Education Department
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esboces.org>
CTLE: Content



Deanna Powers, OTR/L is a licensed Pediatric Occupational Therapist specializing in school-based supports, educator workshops, and sensory integration. She equips teachers with practical strategies to enhance student focus and self-regulation while also supporting families and communities through accessible classes, services and resources. As the founder of Reimagined NY, Deanna is dedicated to making sensory-based learning engaging, inclusive, and effective for both schools and families.



Department of Educational Support Services · Professional Development Program

An Instructional Innovation Series for K-12 educational leaders:

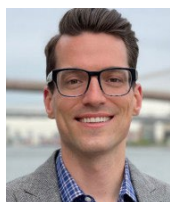
Strategies and Designs Using AI to Address Today's Challenges While Preparing Students For Their Future

Presented by Successful Practices Network Team, a Dr. Bill Daggett Company



Workshop 1 – January 21, 2026 *The Neuroscience of Learning*
Presented by Dr. Linda Jordan

What makes instruction effective? This session explores how neuroscience shapes teaching and learning outcomes, equipping instructors and administrators with practical tools to enhance effectiveness, aligned with SPN's Rigor-Relevance-Resilience (R3) Learning Model. Participants will leave with actionable strategies to improve student engagement and achievement.



Workshop 2 – March 3, 2026 *The Rigor-Relevance-Resilience Learning Model™*
Presented by Adam Wallenfang

Adam Wallenfang introduces SPN's R3 Learning Model, exploring how future-focused instruction supported by research and neuroscience can prepare students for life beyond K-12. Participants will refine strategies for deep thinking, real-world application, and resilient learning, while planning lessons that bring Quadrants A-C to life.



Workshop 3 – May 5, 2026 *The Shifting Role of Content in Instruction and Assessment*
Presented by Dr. Lane Freeman

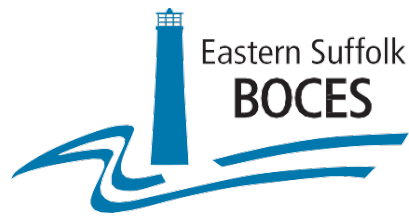
AI is transforming the skills needed for success, shifting education's focus from content mastery to higher-order skills like critical thinking and creativity. This session will show how to use AI and SPN resources to design assessments for these skills and how innovative schools track and report progress beyond traditional report cards.

LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742 • **TIME:** 8:30 am to 2:30 pm

AUDIENCE: K-12 Educational Leaders

FEE: Register for each individual workshop separately - \$349 per person for subscribers / \$399 per person for non-subscribers

[Click Here to Register](#)



Department of Educational Support Services · Professional Development Program

Empowering English Language Learners by Implementing Effective Literacy Strategies

Presented by Pamela Solomon

This workshop will delve into a range of effective, research-based strategies designed to support the development of literacy skills of English Language Learners (ELLs) in Grades K-4. Participants will gain practical insights into how to foster reading, writing, speaking, and listening competencies in multilingual learners. Emphasis will be placed on techniques and activities that can be seamlessly integrated into instruction across all grade levels and content areas. Through interactive discussions and real-world examples, educators will be equipped with tools to better support the literacy foundation of ELLs in mainstream classrooms, promoting language acquisition and academic achievement in inclusive learning environments.



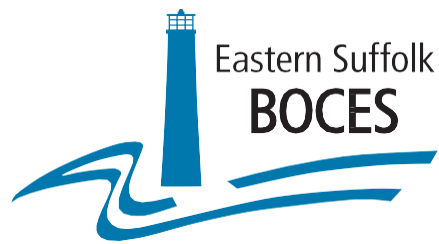
In this session, participants will:

- Explore scaffolding strategies that bridge language gaps while maintaining rigorous content standards.
- Learn how to integrate vocabulary and language structures into daily lessons to strengthen comprehension.
- Discover ways to leverage students' cultural and linguistic backgrounds as assets for learning.
- Practice adapting literacy activities to meet the needs of both ELLs and native English speakers.
- Review formative assessment techniques that monitor both language development and academic growth.

DATE: Thursday, January 22, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch will be provided)
COST: \$125 for subscribers / \$175 for non-subscribers
AUDIENCE: Grades K-4 ELL and General Education Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Pamela Solomon just retired after 32 years of teaching ESL in East Islip. She spent 25 years at the elementary level and 7 years at the middle school. She earned a MS in teaching English to Speakers of other Languages. She also holds a professional certificate in Special Education K - 12. During her tenure as a teacher, Pamela became a leader for ENL teacher integrated and stand-alone instruction. As a staff developer, she developed ENL trainings for teachers and wrote a graduate course, "A Practical Guide to Supporting English Language Learners". She also established an adult ESL program in her home district and created a program for students and their families. Pamela is proud of her amazing career and looks forward to sharing her expertise and wisdom. "I am truly excited to be a part of your educational journey."



Department of Educational Support Services · Professional Development Program

Understanding and Addressing Challenging Student Behaviors: A Workshop for Educators and Clinicians

Presented by Michelle Levy, M.S Ed

Too often, student behavior is seen as a student problem—rather than a response to environmental triggers. This workshop challenges that misconception by exploring how classroom and school environments influence behavior. With insights from the fields of education and human behavior, participants will learn to identify the environmental conditions that may contribute to challenging behaviors—and, most importantly, how to adjust them to support student success.



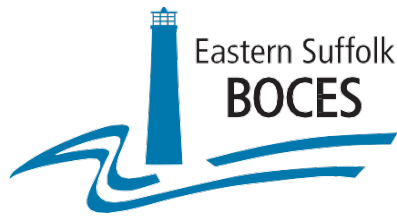
Key Learning Objectives:

- ✓ Understand individual, immediate, and indirect environmental factors that impact behavior
- ✓ Adapt instructional practices and responses to challenging behavior
- ✓ Develop proactive strategies and interventions to reduce behaviors that interfere with learning.

DATE: Friday, January 23, 2026
TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$149 for subscribers / \$199 for non-subscribers
AUDIENCE: Grades K-12 Teachers, Support Staff, Clinicians and Administrators
LOCATION: Instructional Support Center at Sequoya, 750 Waverly Ave, Holtsville
REGISTER: <http://webreg.esbores.org>
CTLE: Pedagogy



In her 35 years as a special educator, **Michelle Levy, M.S. Ed**, has worked in a variety of roles including classroom teacher, instructional facilitator, staff developer, and educational consultant for both regular and special education student populations in New York and Nevada. Ms. Levy holds licenses in K-12 education, special education and administration. She was Administrative Coordinator for Behavior for Eastern Suffolk BOCES through the RSE-TASC grant for 10 years serving many BOCES component school districts. Ms. Levy is a contributing author and editor for the Nassau County Mental Health and Wellness Strategic Plan published by Nassau BOCES and the Nassau County Council of School Superintendents. She is on the executive board of the Long Island Social Emotional Literacy Forum (LISELF). Ms. Levy has devoted the majority of her career and research to the exploration of behavior within school and classroom environments and is currently providing consultation and professional development to schools and agencies across Long Island.



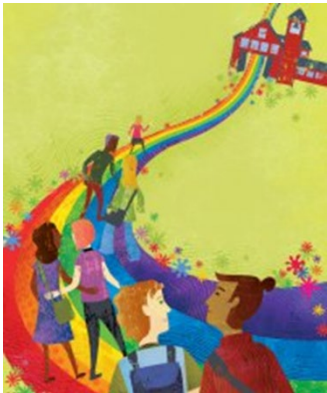
Department of Educational Support Services · Professional Development

LGBT Network

Inclusive Education Matters: Lived Experiences and Legal Guidance

Presented by Micah Schneider, LMSW

Please register separately for the AM and/or PM session.



January 27 - 9:00AM - 10:30AM

Understanding The Experiences of Trans and Nonbinary Students

This educational and interactive training will improve understanding of the unique experiences of people who identify as transgender, gender non-conforming and non-binary (TGNCNB). We will discuss some of the various ways in which TGNCNB people may or may not transition and how to support each person’s individual journey. Topics covered will include knowledge of the social and health needs of the community, creating safer and more affirming spaces, and identifying local TGNCNB affirming resources.

January 27 - 12:30PM – 2:00PM

Creating a Safe, Supportive, and Affirming School Environment for Transgender and Gender Expansive Students: 2023 Legal Update and Best Practices

(based on NYS DOE Guidance)

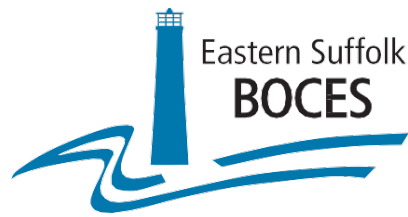
This workshop will deepen educators’ knowledge of the 2023 Legal update and 2025 guidance issued by the New York State Department of Education and the New York State Attorney General relating to transgender and gender diverse students. Attendees will gain an enhanced understanding of best practices and requirements for creating safe and affirming classrooms and schools for Transgender and Gender Diverse students.



COST:	\$25 for subscribers / \$35 for non-subscribers (no catered lunch)
AUDIENCE:	K-12 educators, administrators, and support staff
LOCATION:	Online via Zoom link to be sent the day prior
CTLE:	Content = 2.5 hrs./per session



Micah Schneider, LMSW (they/them) is the Director of Programs at the LGBT Network, a social worker, and proud member of the LGBTQ+ community. With a decade of experience and an education from Stony Brook University, Micah brings deep expertise in LGBTQ+ community needs and resilience-building. At the LGBT Network, they oversee youth, family, adult, education, and advocacy programs—and most of all, they love connecting with people in the community.



Department of Educational Support Services · Professional Development Program

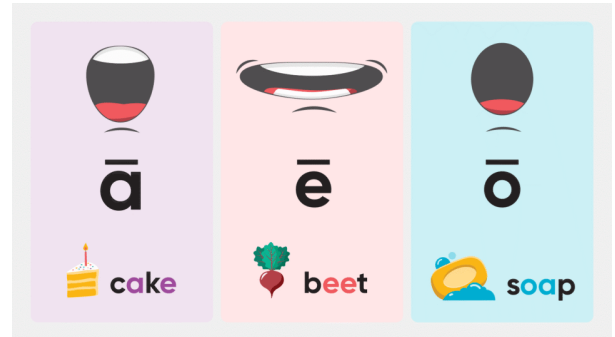
Unlocking Word Knowledge: Phonics and Word Study for Upper Elementary Students

Presented by **Lauren Kolbeck** and **Deborah Linscott-Feinstein**

Are your upper elementary students struggling with phonics and word study? Join us for a hands-on workshop grounded in the Science of Reading to explore effective strategies for helping students strengthen their word knowledge. Learn how to teach phonics, spelling, and vocabulary using evidence-based methods that support struggling readers.

You'll walk away with practical, research-backed strategies for:

- Improving decoding and spelling skills
- Supporting vocabulary development
- Applying systematic phonics instruction
- Empowering your students with the tools they need to become confident, capable readers and writers



DATE: Wednesday, January, 28 2026
TIME: 8:30 am to 2:30 pm (buffet lunch provided)
COST: \$225 for subscribers / \$275 for non-subscribers
AUDIENCE: 3-6 Grade Elementary Teachers, Reading Teachers, ELL Teachers, and Building Administrators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



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

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.





Department of Educational Support Services · Professional Development Program

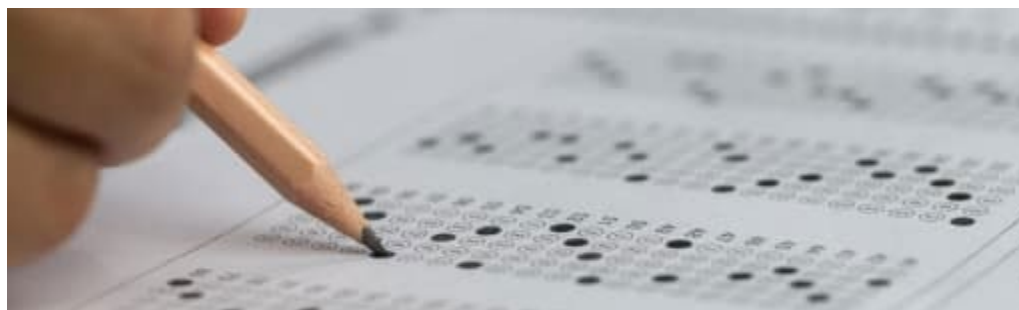
Reviewing and Discussing the Next Generation English Regents – June 2026

Presented by **Victor Jaccarino**

The new Next Generation Standards English Regents exam set for June 2026 introduces limited but purposeful shifts designed to align with The New York State Next Generation English Language Arts Standards. In this interactive workshop teachers will have the opportunity to explore these updates to inform effective instruction and student preparation.

We will look closely at the revised **Performance Level Descriptors (PLDs)** to understand how subtle shifts in language adjust expectations for reading, writing, analytical, and argument writing. We will also examine changes that come out from State Ed., including revised task directions, rubric language, and source materials—and discuss what these mean for classroom practice and assessment. Rather than signaling major overhaul, these modifications offer an opportunity for deeper professional reflection. Along with colleagues, teachers will compare the new materials with existing expectations, consider their instructional implications, and engage in collaborative discussion and planning.

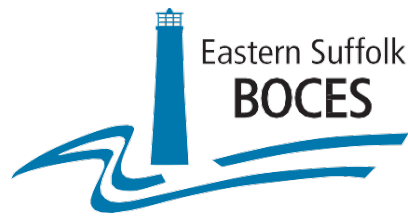
Participants will be able to examine the updated PLD language and its implications for teaching and assessment. Teachers will have time to share their ideas regarding student preparation both for the exam and classroom instruction. We will also review any new updates regarding the exam from NYSED.



DATE: 9 Thursday, January 29, 2026
TIME: 12:00 PM to 2:30 PM
COST: \$75 for subscribers / \$99 for non-subscribers
AUDIENCE: Grades 9-12 ELA Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content



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

The Reluctant Learner Toolbox: Techniques for Turning Resistance into Progress

Presented by **William McNally** and **Denise Cappiello**

In every classroom, there are students who seem uninterested, unmotivated, or disengaged. They may be quiet and withdrawn or defiant and disruptive. They often resist participation, avoid challenges, or give up before they even begin. These reluctant learners are not failing because they lack intelligence or ability; they're struggling because something—academic fear, past experiences, unmet needs, or emotional barriers—is standing in the way of their engagement. This powerful, strategy-rich



workshop is designed for educators seeking practical, research-informed approaches to reconnect with these hard-to-reach students. **Whether you teach elementary or secondary students, general or special education, this session will equip you with applicable tools and strategies to transform resistance into resilience and passive learning into active participation.**

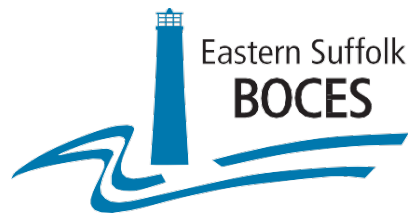
DATE: Thursday, January 29, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch included)
COST: \$299 for subscribers / \$349 for non-subscribers
AUDIENCE: grades K-12 special education teachers, general education teachers, administrators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Bill McNally is an experienced special education teacher and administrator. He brings great enthusiasm, energy, and humor to his teaching. Having taught students in Kindergarten through grade 12, the majority of his career was level. He taught all academic subjects to students with disabilities in self-contained, integrated co-teaching, and resource room settings. By combining his passions for learning and science at the secondary, he achieved great success in preparing students for their Regents exams. In addition, Bill supervised an alternative high school program, and a multi-district extended school year program for classified students requiring year-long education. He oversaw a federal character education grant which received national recognition for implementing social-emotional learning programs focused on building strong character.



Denise Cappiello is a retired special education teacher with extensive experience at all grade levels from kindergarten through high school. During her teaching career, she has taught students in many settings, including resource room, self-contained, ICT, ENL, alternative high school, home instruction, and summer school. Denise holds certifications in Special Education, TESOL, a SOCE in secondary English, and is Wilson Reading certified. She can offer strategies for educating students of diverse backgrounds and has an overwhelming desire to support educators in building their students' self-esteem and sense of worth. Denise believes that every child is capable and deserving of success and that there is no "one size fits all approach" to education. Denise embraces every opportunity to share her abundance of knowledge and expertise with educators in her role as an educational strategist.



Department of Educational Support Services · Professional Development Program

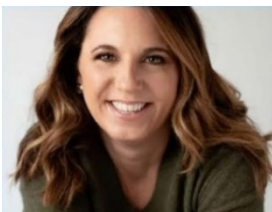
Nourish to Flourish: Cultivating a Culture of Care in Schools

Presented by Dr. Kelly Zinn, DSW, LCSW

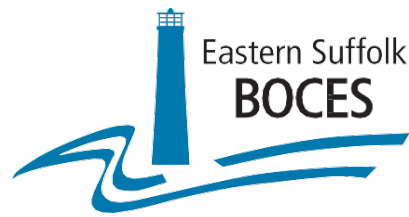
When educators feel supported, valued, and well, the entire school community benefits. This full-day professional development session invites K-12 educators, counselors, social workers, psychologists, administrators, and support staff to explore how both individual and systemic approaches to care can enhance wellbeing in schools. Together, we'll reflect on personal self-care practices, identify strategies to create a culture of community care, and consider how adult wellbeing is deeply connected to student success. Participants will leave with practical tools and a renewed vision for what's possible in caring, resilient school environments.



DATE: Friday, January 30, 2026
TIME: 8:30 am to 2:30 pm
COST: \$175 for subscribers / \$225 for non-subscribers
AUDIENCE: K-12 educators, counselors, social workers, psychologists, administrators, and support staff
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Dr. Kelly Zinn, DSW, LCSW is a graduate of the Rutgers University Doctor of Social Work program, and a Licensed Clinical Social Worker and certified School Social Worker. For 14 years Kelly was employed as a school social worker. Dr. Zinn is committed to professional development of educational professionals, has presented at several local, state, and national conferences, and is published in peer-reviewed journals and a textbook for clinical students. Currently, Kelly is a full-time professor at St. Joseph's University in Patchogue, works in private practice, and partners with school districts to provide professional development to school staff.

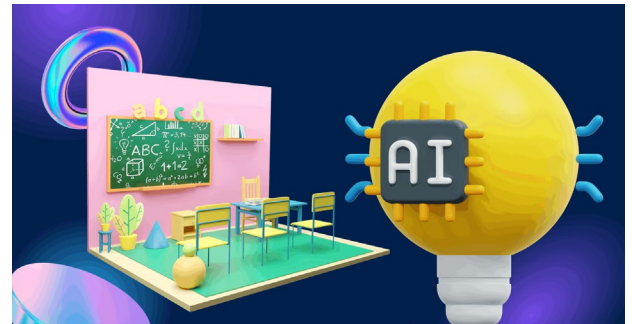


Department of Educational Support Services · Professional Development Program

AI for Differentiation and Assessment: Practical Tools to Reach Every Learner

Presented by **Dr. Mubina Khan Schroeder**

Curious about how AI can actually make teaching easier and learning more personalized? This hands-on workshop will move beyond the buzz to show you exactly how AI can support differentiation and assessment in your classroom. You'll discover practical ways AI can adapt content for diverse learners—whether neurodiverse, multilingual, or simply at different readiness levels—and deliver materials in multiple modes to maximize access and engagement.



Participants will experiment with AI tools to:

- Generate rubrics that save time while clarifying expectations
- Create differentiated assignments that meet students where they are
- Provide personalized, timely feedback that motivates learners

By the end of the session, you'll walk away with ready-to-use strategies and tools that make assessment more formative, reflective, and student-centered—while freeing up your time to focus on what matters most: teaching and learning.

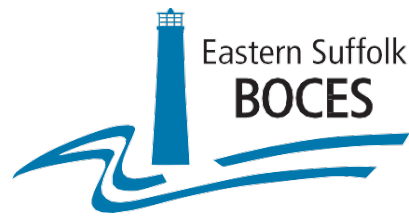
Participants will be able to:

- Apply AI tools to create differentiated materials that address varied learning needs
- Implement AI-powered formative assessments that guide and inform instruction
- Foster greater student ownership of learning through personalized feedback

DATE: Monday, February 2, 2026
TIME: 8:30 am to 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: K-12 Educators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content



Dr. Mubina Khan Schroeder, a distinguished academic with a rich background in cognitive sciences, pedagogy, and educational technology, is a faculty member at Molloy University, New York. Through her extensive experience in the New York City public school system and her current roles, she shapes future educators by teaching graduate and doctoral courses in cognitive sciences, science pedagogy, and neurodiversity. As co-director of the Cognition and Learning Lab at Molloy (CogLe), Dr. Schroeder spearheads the fusion of academic research with technological advancement, fostering collaborations with leading institutions to push the envelope in educational technology. Her research delves into AI and Horizon Technologies' potential to tackle modern educational challenges, including cognitive apprenticeship models in science education and human-computer interaction to boost student engagement. Dr. Schroeder is instrumental in integrating the UN's Sustainable Development Goals into educational frameworks worldwide, promoting science career engagement, and has partnered with organizations like Brainology, the Berkeley Lab, and the Federal Reserve Bank of New York. Additionally, Dr. Schroeder runs the Molloy University Social Emotional Learning Certificate Program, leveraging her expertise to enhance learning environments and champion cognitive science and education innovation.



Department of Educational Support Services · Professional Development Program

Tackling NYSSLS with Cooperative Learning for All High School Science Teachers

Presented by **Richard Slesinski**

In this interactive session, participants will explore how the cooperative learning structure known as the jigsaw can strengthen both science understanding and social-emotional learning (SEL). By diving into its key components, experiencing it firsthand, and engaging in hands-on planning, educators will walk away with practical tools and strategies to implement successful jigsaw lessons in their own classrooms.



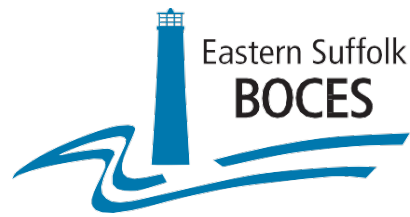
In this workshop, we will be:

- Exploring what is a cooperative learning jigsaw? Why it works for science + SEL
- Highlighting the 3 dimensions and SEL in collaborative learning
- Anchoring in performance expectations by selecting appropriate science content for a jigsaw
- Breaking down the 9 Essential Ingredients of a Successful Jigsaw
- Experiencing a sample science jigsaw as a student
- Reviewing Peer feedback and brief share-outs after each Jigsaw.
- Engage in hands-on work: Teachers participate in a second jigsaw—on how to run a jigsaw
- Exploring social skill T-charts, time-buffers, and structured reflection
- Using tools: jigsaw planning templates, phenomena bank, SEL integration tips
- Emphasizing group connection, model revision, and student discourse

DATE: Tuesday, February 3, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch included)
COST: \$175 for subscribers / \$225 for non-subscribers
AUDIENCE: High School Science Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content/Pedagogy



Richard Slesinski is a newly retired high school physics teacher and New York State Master Teacher Emeritus with over 30 years of experience, including two decades at Syosset High School. Now a professional development consultant, he leads hands-on workshops that help high school science teachers implement the NYSSLS with confidence. Richard serves on the Long Island Physics Teachers Association Executive Board and is the Long Island Section Representative for the American Association of Physics Teachers. He has mentored new teachers and presented at STANYS, LIPTA, and AAPT. His workshops offer practical tools to help teachers engage students and deepen learning.



Department of Educational Support Services · Professional Development Program

Vocabulary Instruction for Durable Learning

Presented by Amy Benjamin



A rich and varied knowledge of words is the key to academic success in all subject areas. In this session, teachers will explore engaging strategies for teaching general academic vocabulary, subject-specific terms, and rich language found in 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.

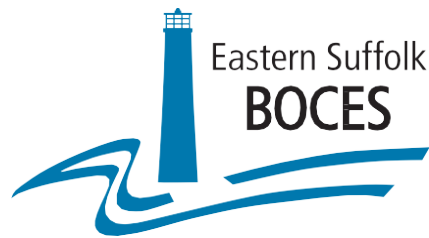
Learning Targets:

1. Using the principles of natural language acquisition to expand vocabulary
2. When and how to use implicit and explicit instruction
3. Using visuals to teach Greek and Latin word roots

DATE: Tuesday, February 3, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch included)
COST: \$199 for subscribers / \$249 for non-subscribers
AUDIENCE: Grades K-12 Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
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.



Department of Educational Support Services · Professional Development Program

Bridging Language Gaps

Presented by Farrah Mozawalla

One of the greatest issues experienced by the AAPI community is the language gap and the multitude of stigmas that are often perpetuated as a result. This workshop aims to explore how social disparities can stem from this and what we can do to rectify it.



Participants will:

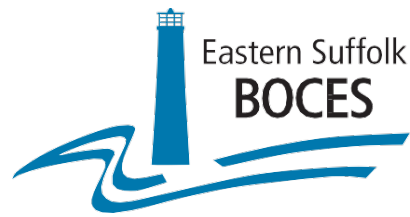
- Observe real-life examples of how language barriers can induce unconscious biases in various social settings and will be taught how to identify key indicators of resulting microaggressions.
- Learn how to respond and even prevent similar situations, as well as how to use their new skills to encourage inclusive cultural discourse.
- Experience a firsthand account and preview of AAIRE's language access research on the AAPI population on Long Island.

This workshop is essential for schools with large Asian populations, as it will assist in learning to communicate with their Asian students and families.

DATE: Wednesday, February 4, 2026
TIME: 8:30 am – 11:00 am
COST: \$75 for subscribers / \$99 for non-subscribers
AUDIENCE: Grades K-12 Educators, Administrators and Support Staff
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
REGISTER <http://webreg.esboces.org>
CTLE: Content/Pedagogy



Farrah Mozawalla is currently the President of the Asian American Institute for Research and Engagement (AAIRE), a nonprofit that utilizes both quantitative and qualitative data to advocate for the Asian American community. AAIRE empowers and unites Asian Americans through awareness and education. Farrah leads initiatives focused on fair housing workshops, language access programs, mental health seminars, and cultural sensitivity trainings. Prior to her work in the nonprofit sector, Farrah was a senior government official in Nassau County under the Curran administration, serving as the Executive Director of the Office of Asian American Affairs (OAAA). In this role, she led Nassau County's response to the rise in anti-Asian hate, fielding reports of bias incidents and supporting Asian American residents. She played an instrumental role in safeguarding the well-being of Asian American communities in Nassau County. Additionally, she led OAAA's outreach efforts to assist Asian Americans with employment opportunities through workforce development initiatives, including civil service seminars and minority/women business enterprise forums. Ms. Mozawalla graduated summa cum laude from Hofstra University with a Bachelor of Science and a Master's degree in Education. When asked about her most notable accomplishment, she proudly cites being a mother of six children.



Department of Educational Support Services · Professional Development Program

The Science of Reading: A Deep Dive into Comprehension

Presented by **Lauren Kolbeck**



What truly drives reading comprehension—explicit strategies or background knowledge? Should we focus on one, or is the real power in combining both? In this engaging, hands-on workshop, we'll explore the science of reading, with a deep focus on the processes that support comprehension and what research tells us about how students build understanding.

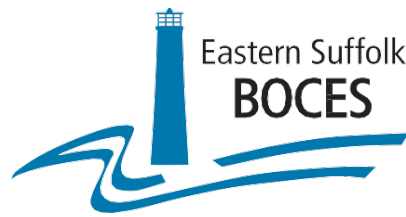
We'll take a close look at the role of read alouds, unit planning, and small group instruction in fostering comprehension, and how each can be leveraged to support both strategy use and knowledge-building. Through meaningful discussion and collaboration, you'll walk away with hands-on resources and practical strategies you can implement right away in your classroom.

**Join us for a day of learning, reflection, and practical application
where research meets classroom reality.**

DATE: Wednesday, February 4, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch included)
COST: \$199 for subscribers / \$249 for non-subscribers
AUDIENCE: K-8 Teachers, ENL Teachers, Reading Teachers, Literacy Coaches and Administrators
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



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



Department of Educational Support Services · Professional Development Program

The Collaborative Classroom: Fostering Adult Relationships in Diverse Learning Environments

A Collegial Circle for Special Education and Co-Teachers facilitated by Diane Ripple

After School Virtual Meetings: 3:45PM - 4:45PM

Join fellow educators in a collaborative space designed to strengthen practices and partnerships through reflection, guided discussion, and scenario-based activities. This collegial circle provides an opportunity for participants to reflect on their current practices, problem-solve challenges, and gather new ideas. This four-part virtual workshop series equips educators, support staff, and school leaders with strategies to build strong, cohesive adult partnerships that directly enhance student outcomes.

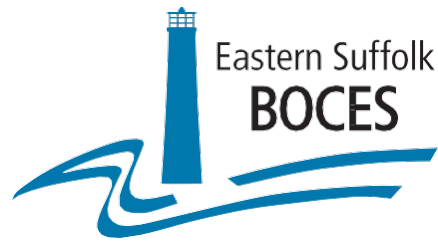
Topics for discussion include, but are not limited to:

- **February 4, 2026** – *Effective Communication Strategies*
- **March 17, 2026** – *Strengthening Roles and Responsibilities*
- **April 14, 2026** – *Planning Time Strategies for Efficiency*
- **May 6, 2026** – *Reflective Practice for Continuous Improvement*

COST: \$150 for subscribers / \$200 for non-subscribers – per person
AUDIENCE: K-12 Co-Teaching Teams (General and Special Education Teachers) **and/or** Special Education Classroom Teachers and Paraprofessionals and Teacher Aids and/or Special Education chairpersons/directors
LOCATION: LIVE ONLINE via ZOOM (*invite will be sent the afternoon prior*)
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



Diane Ripple has been a professional developer on Long Island and the surrounding areas since 1996. In 1999 she started her own company, Consulting That Makes A Difference, Inc. CMDI is a company that provides professional development in such areas as inclusive education, co-teaching, differentiated instruction, paraprofessional training and community building in over 40 school districts each year. With more than 30 years of experience and expertise, Diane has had the opportunity to work with students with a wide range of abilities. In her capacity as a professional developer, Diane collaborates with teachers, administrators and families to improve the education and lives of students with diverse needs. Participants leave Diane's workshops inspired and equipped with a wealth of new ideas they can use immediately.

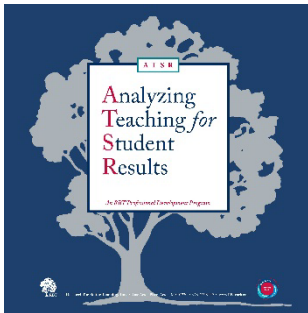


Department of Educational Support Services · Professional Development Program

Analyzing Teaching for Student Results (ASTR) Training

FREE Virtual Learning Preview Session

Sponsored by Research for Better Teaching

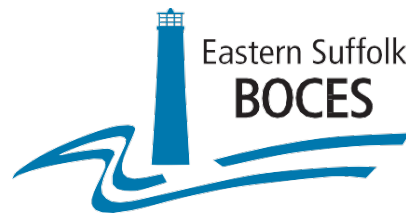


PLEASE JOIN THIS FREE VIRTUAL LUNCH AND LEARN TO FIND OUT MORE ABOUT THE EXTENSIVE ASTR (ANALYZING TEACHING FOR STUDENT RESULTS) TRAINING THAT ESBOCES WILL BE OFFERING TO OUR REGION STARTING THIS SUMMER.

Focusing on What Matters Most: Linking Teaching Decisions to Student Results

Instructional leaders play a pivotal role in improving teaching and learning—but supporting teachers' professional growth requires more than classroom visits and evaluation rubrics. This session introduces key ideas from RBT's *Analyzing Teaching for Student Results* framework, offering insights into how leaders can sharpen their ability to see, analyze, and communicate about instruction in ways that directly influence student learning. Participants will explore how to build a shared language and conceptual framework for effective instruction, observe and analyze with greater precision, and foster reflective dialogue that empowers teachers to strengthen their impact on student learning.

DATES: Thursday, February 5, 2026
TIME: 12:00 PM to 12:45 PM
AUDIENCE: District and School Instructional Leaders (Central Office Leaders, Principals, AP's, Directors, Coaches, Department Heads, etc.) that observe and provide feedback to educational staff as part of their role.
LOCATION: LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)
REGISTER: <http://webreg.esbores.org>



Department of Educational Support Services · Professional Development Program

Preparing Students for the New Regents Examination in Algebra II

Presented by **Trish Scavuzzo - Despagni**

Prepare your students with confidence for the NYS Next Generation Algebra II Regents. This workshop gives teachers a clear understanding of the revised standards and updated exam structure—along with classroom-ready strategies to support learning and performance.

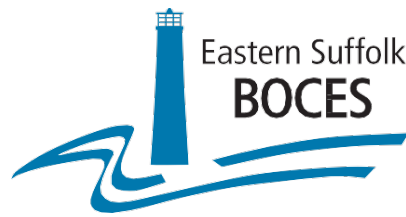
During this workshop, participants will:

- Explore the major changes that have been made based on the NYS Next Generation Learning Standards that will impact the new Regents Examination in Algebra II
 - discuss order of curriculum topics
- identify the changes in the Educator’s Guide to the Regents Examination including
 - changes in percentages based on domains
 - changes to the reference sheet
 - changes in the Performance Level Descriptors, “PLDs”
- Look at sample questions recently released from NYSED
- Explore Model Responses from prior regents exams as an instructional strategy for students to prepare for the exam (“Bee the Teacher”)

DATE: Tuesday, February 10, 2026
TIME: 8:30m to 2:30 pm
COST: \$249 for subscribers / \$299 for non-subscribers
AUDIENCE: Grades 9-12 Math Teachers, Math Chairs/Directors
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content



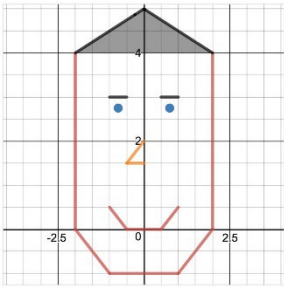
Dr. Trish Scavuzzo-Despagni is an educational consultant who works with various school districts across Long Island to help educators of mathematics. She is the sole owner of EMCC (Educational Mathematics Curriculum Consulting) and has been an educator for 25 years. Dr. Scavuzzo-Despagni has helped districts with mathematical best practices, conceptual understanding within and across grade levels, building fact fluency, number sense routines, formative assessments, differentiated instruction, math discourse, and curriculum mapping for grades K – 12.



Department of Educational Support Services · Professional Development Program

Desmos For New Users

Presented by **Andy Malbouef**



The Desmos platform is a **free** digital platform that allows math teachers to **engage** and **interact** with their students through the use of calculators and activities. 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:

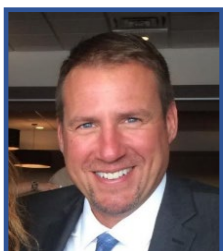
- Make connections between scenarios they encounter and mathematical ideas.
- Look for patterns and represent those patterns mathematically.
- Take chances, make mistakes, and adjust their thinking based on those mistakes.
- Ask questions and share misconceptions in a safe environment.

Workshop Objectives

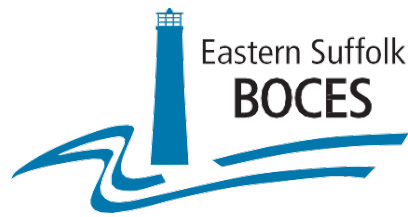
- Using the Desmos Graphing Calculator (including the newest features and functions)
- Best teaching practices for students on AP, SAT and NY Regents exams
- Introducing new users to Desmos activities
- Facilitation and strategies for running activities
- Editing existing activities

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: Thursday, February 12, 2026
TIME: 8:30 am to 11:30 am
COST: \$125 for subscribers / \$150 for non-subscribers
AUDIENCE: Math Teachers Grades 6-12
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the day prior*)
REGISTER: <http://webreg.esboces.org>
CTLE: Content



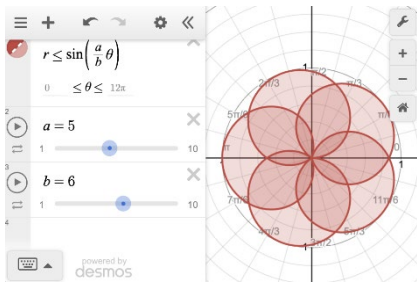
Andy Malbouef is an experienced secondary math educator, having recently finished his 32nd year of teaching. Andy has led over 150 workshops in the past three years all over the country. He is extremely passionate about exploring new ways to help students conceptualize mathematical concepts, and believe 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

Desmos For Experienced Users

Presented by **Andy Malbouef**



The Desmos platform is a **free** digital platform that allows math teachers to **engage** and **interact** with their students through the use of calculators and activities. 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:

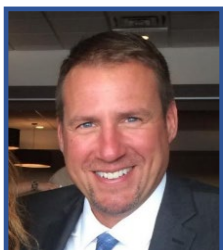
- Make connections between scenarios they encounter and mathematical ideas.
- Look for patterns and represent those patterns mathematically.
- Take chances, make mistakes, and adjust their thinking based on those mistakes.
- Ask questions and share misconceptions in a safe environment.

Workshop Objectives

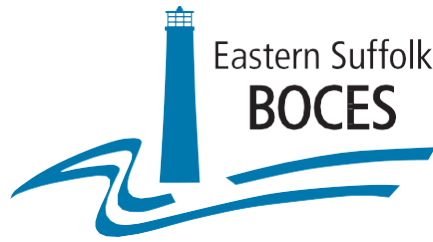
- Updating on the newest Desmos Graphing Calculator features and functions
- Utilizing the new Geometry Tool
- Creating custom activities: editing other activities and creating from scratch
- Introducing teachers to Computation Layer (Correct checks, student feedback, formatting and colors for notes 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: Thursday, February 12, 2026
TIME: 12:00 PM to 3:00 PM
COST: \$125 for subscribers / \$150 for non-subscribers
AUDIENCE: Math Teachers Grades 6-12
LOCATION: LIVE ONLINE via ZOOM (*Invite will be sent the day prior*)
REGISTER: <http://webreg.esboces.org>
CTLE: Content



Andy Malbouef is an experienced secondary math educator, having recently finished his 32nd year of teaching. Andy has led over 150 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

Aspiring Administrators Collegial Circle

Presented by Dr. Deborah De Luca

The research indicates the crucial role of quality leadership in building school and district excellence. This program is designed to prepare promising leaders to assume key leadership roles.

How to Prepare for and Get the Leadership Position You Want

- How an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
- Understanding culture
- Networking as an important part of the process will also be addressed.
- Participants will learn the Educational Leadership Standards.



Safe, Efficient, Effective Learning Environment and Community

- Focus will be on how an educational leader obtains, allocates, aligns, and efficiently utilizes human, fiscal, and technological resources.
- We will also explore the concept of distributed leadership and the building of professional capital.
- The importance of promoting the welfare and safety of the students and staff will be detailed.
- Time management as a resource for growth will be examined.

Integrity, Fairness & Ethics and Political, Social, Economic, Legal & Cultural Context

- Topics of accountability, the moral, ethical, and legal consequences of decision-making.
- Other topics explored will be the leader's role in promoting social justice and the individual needs of students.
- Also discussed will be the leader's role in promoting the best ideals of the profession and advocating changes in policies and regulations that affect children, families, and care givers.

Interview Strategies and Resume Review

- Topics covered will be the cover letter, resume, and the approach to interviews.

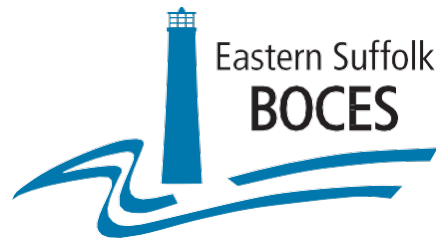
DATES: February 26, March 24, April 28, May 21 and June 11, 2026
 TIME: 8:30 – 10:30 am
 COST: \$195 per person*

***No Charge for those districts who subscribe to the Leadership Development and Placement Service**

AUDIENCE: Aspiring Administrators
 LOCATION: In-Person at Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville
 -OR- Live Online via Zoom (*Invite will be sent the afternoon prior*)
 REGISTER: <http://webreg.esboces.org>
 CTLE: Content/Pedagogy

Dr. Deborah De Luca spent most of her educational career in the William Floyd School District where she taught Kindergarten, First Grade, and Fourth Grade. She later became an Assistant Principal and Principal of William Floyd Elementary School. Deb then moved to the Bellmore Public Schools and served as the Assistant Superintendent. She retired from the Rocky Point School District where she worked as the Assistant Superintendent for Curriculum, Instruction, Special Education, and Athletics. For 17 years, Deb has taught educational leadership for the College of St. Rose. Currently, Deb is working with Fordham University as a Community Schools Technical Assistant. Deb's educational passions and expertise lies in the areas of character education, social/emotional literacy, and in using "systems thinking" to create and nurture learning communities so that the school community can achieve their desired future and vision.





Department of Educational Support Services · Professional Development Program

The Dignity for All Students Act (DASA): Best Practices to Ensure a Culture of Dignity in Schools

Presented by Dr. Anne Rullan

The Dignity for All Students Act (DASA) establishes vital protection for students against discrimination, harassment, and bullying in New York State schools. Creating a culture where dignity thrives requires both preventative measures and responsive protocols. This workshop equips educators with practical strategies for implementing DASA requirements

effectively while creating educational environments where all students feel valued, respected, and safe. Through scenario-based learning, participants will develop skills to address incidents appropriately while focusing on educational responses that support positive behavioral change and foster a school-wide culture of dignity.

Participants will:

- Recognize potential DASA violations and follow established reporting procedures. Document all incidents thoroughly and notify appropriate personnel.
- Conduct comprehensive investigations that include interviewing all parties involved, gathering evidence, and documenting findings according to district protocols while maintaining appropriate confidentiality.
- Implement appropriate interventions that address the behavior, support the targeted student, and provide education to the aggressor.
- Create proactive prevention strategies including classroom discussions, school-wide initiatives, and curriculum integration that foster respect, empathy, and understanding of differences.



DATE: Friday, February 27, 2026
 TIME: 9:00 am to 12:00 pm
 COST: \$95 for subscribers/ \$125 for non-subscribers
 AUDIENCE: All DASA Coordinators and School Professionals
 LOCATION: LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)
 REGISTER: <http://webreg.esboces.org>
 CTLE: Content



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



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.