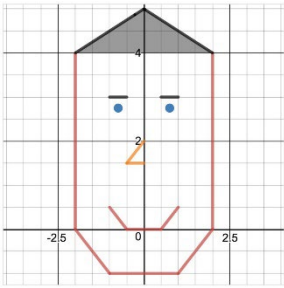


Department of Educational Support Services · Professional Development Program

# 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:

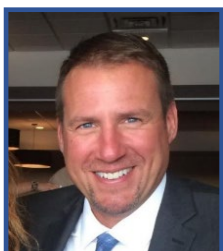
- Make connections between scenarios they encounter and mathematical ideas.
- Look for patterns and represent those patterns mathematically.
- Take chances, make mistakes, and adjust their thinking based on those mistakes.
- Ask questions and share misconceptions in a safe environment.

## Workshop Objectives

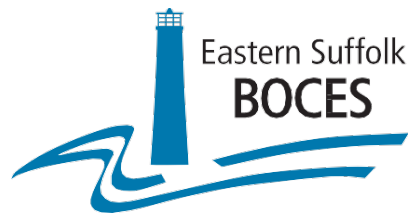
- Using the Desmos Graphing Calculator (including the newest features and functions)
- Best teaching practices for students on AP, SAT and NY Regents exams
- Introducing new users to Desmos activities
- Facilitation and strategies for running activities
- Editing existing activities

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.**



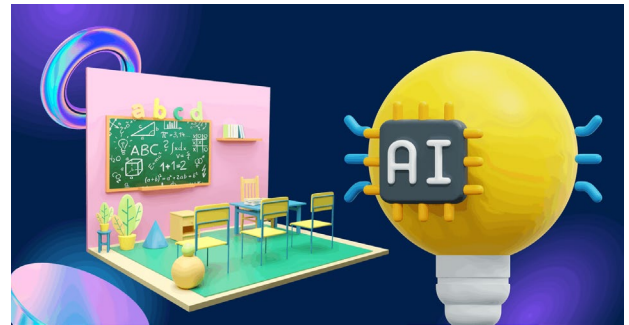
**RESCHEDULED**

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 personal? This hands-on workshop moves beyond the buzz to show how AI can *practically* support differentiation and assessment in today's classrooms: while staying grounded in how students actually learn. The session will begin with a clear, accessible overview of what machine learning is, how AI generates its outputs, and what educators should (and shouldn't) assume about these tools. We'll then explore how to thoughtfully balance analog teaching with digital tools, drawing on brain science and learning research to optimize technology use rather than overload it. Participants will examine how AI-supported instruction aligns with established learning theories, including the Cognitive Apprenticeship Model, Vygotskian (sociocultural) theory, Cognitive Load Theory, and Universal Design for Learning (UDL)—with a focus on scaffolding, feedback, modeling, and gradual release. The workshop will conclude with a forward-looking discussion on emerging technologies in education, ethics and student data privacy, and how educators can begin preparing students for a new world shaped by AI.



Participants will examine how AI-supported instruction aligns with established learning theories, including the Cognitive Apprenticeship Model, Vygotskian (sociocultural) theory, Cognitive Load Theory, and Universal Design for Learning (UDL)—with a focus on scaffolding, feedback, modeling, and gradual release. The workshop will conclude with a forward-looking discussion on emerging technologies in education, ethics and student data privacy, and how educators can begin preparing students for a new world shaped by AI.

## Participants will explore and apply AI tools to:

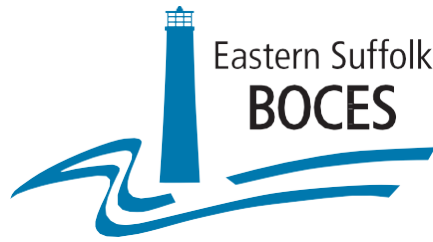
- Create differentiated instructional materials and assignments that meet students where they are
- Generate clear, efficient rubrics and formative assessments to guide instruction
- Provide personalized, timely feedback that supports student growth and ownership of learning
- Balance analog and digital teaching using learning science principles
- Identify ethical, privacy, and future-readiness considerations related to AI in education

**DATE:** ~~Monday, February 2, 2026~~ **RESCHEDULED** - New Date - Thursday, February 26, 2026  
**TIME:** 8:30 am to 2:30 pm (**lunch included**)  
**COST:** \$249 for subscribers / \$299 for non-subscribers (per person)  
**AUDIENCE:** K-12 Educators  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
**CTLE:** Content

[REGISTER HERE](#)



**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 New to enhance learning environments and champion cognitive science and education innovation.



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:

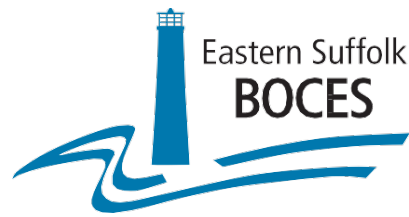
- Recognize potential DASA violations and follow established reporting procedures. Document all incidents thoroughly and notify appropriate personnel.
- Conduct comprehensive investigations that include interviewing all parties involved, gathering evidence, and documenting findings according to district 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.



Department of Educational Support Services · Professional Development Program

# illuminating NYSSLS Through Geometric Optics for High School Physics Teachers

Presented by Richard Slesinski

This session will begin by clarifying what geometric optics is—and what it is not—before exploring how to design a unit that weaves together the three dimensions of science instruction: disciplinary core ideas, science and engineering practices, and crosscutting concepts. Participants will anchor their planning in relevant performance expectations, focusing on modeling, energy transfer, and wave interactions. Key phenomena will drive the learning, including questions such as “How do corrective lenses help us see?” and “Why do mirrors reverse images?” Participants will also experience the content as learners through hands-on activities with lenses and mirrors, as well as the use of ray diagrams and simulations to deepen conceptual understanding.



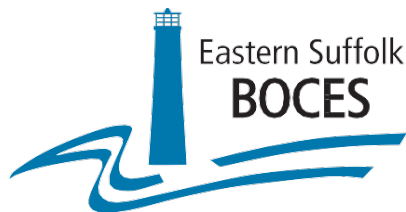
## *In this workshop, we will be:*

- Participating in an activity Before Content: starting with puzzling observations and letting students build explanations
- Unpacking sample NYSSLS-aligned storyline steps for an optics unit
- Engage in Hands-on work: Teachers create an optics sequence using phenomenon-based instruction
- Review Peer feedback and brief share-outs of optics lesson plans or anchoring phenomena
- Using tools: ray diagram templates, performance expectation bundles, modeling scaffolds, and simulation resources
- Exploring assessment: formative checks and summative tasks aligned with NYSSLS

**DATE:** Tuesday, March 3, 2026  
**TIME:** 8:30 am to 2:30 pm (buffet lunch included)  
**COST:** \$175 for subscribers / \$225 for non-subscribers  
**AUDIENCE:** High School Physics 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

# Unraveling Dyscalculia: Understanding and Supporting Students

Presented by **Christa Van Tronk** and **Jennifer Orlowski**



Dyscalculia is a neurodevelopmental condition that affects a student's ability to understand numbers, learn math facts, perform calculations, and apply mathematical reasoning. While it is less commonly discussed than dyslexia or ADHD, dyscalculia affects a significant portion of the student population, and its impact can be profound when left unrecognized or unsupported. This workshop begins by defining dyscalculia and distinguishing it from general math difficulties. Participants will explore how dyscalculia manifests across different grade levels and examine common signs and symptoms that may appear in the classroom. **Through case studies, collaborative discussions, and practical tools, educators will leave better equipped to recognize and respond to the needs of students struggling with this often-overlooked learning difference.**

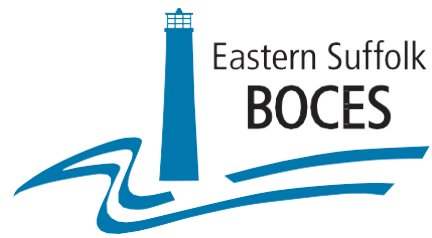
**DATE:** Tuesday, March 3, 2026  
**TIME:** 8:30 am to 2:30 pm (buffet lunch included)  
**COST:** \$299 for subscribers / \$349 for non-subscribers  
**AUDIENCE:** grades K-12 special education teachers, general education teachers, administrators  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



**Christa Van Tronk** is a dynamic and vibrant NYS retired master teacher who brought excitement into her classroom for 34 years. She worked collaboratively with her special education teachers in an engaging and fun integrated co-teaching classroom. An analytical and conceptual thinker, Christa effectively works with teachers, parents, principals and district administrators. She is an innovator who possesses excellent leadership qualities, while being flexible and adaptable to change.



**Jennifer Orlowski** is certified in Special Education N-12, Reading N-12, Elementary Education N-6, and Art N-12. Jennifer has taught students at the elementary and secondary level in a variety of special education settings. They include Resource Room, ICT, and Self-Contained classrooms. She has also worked as a Consultant Teacher and certified ABA home instructor. Jennifer's other teaching experiences include being trained in and implementing a variety of literacy programs such as Wilson, Fountas & Pinnell's Leveled Literacy Instruction, Reading Recovery, and Balanced Literacy. Jennifer has spent her career as an educator collaborating with teachers, service providers, staff, administrators and families as a co-teacher, consultant, member of the School Leadership Team, and member of the Pupil Personnel Team/Child Study Team.



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 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.

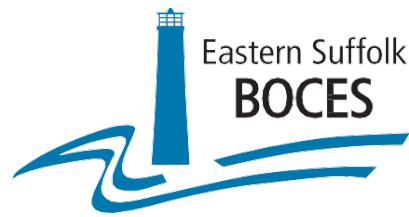
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742

**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

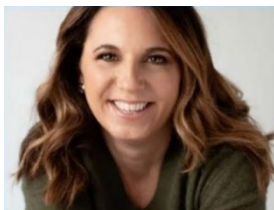
# From Anxious to Adaptable: Strengthening Frustration Tolerance Through Connection

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

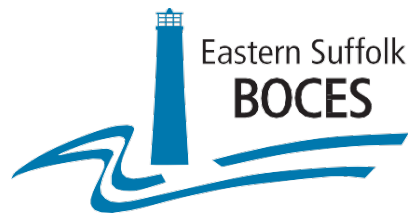
Students struggling with anxiety and emotional dysregulation often lack frustration tolerance, leading to outbursts, avoidance, or withdrawal. This workshop explores how to help students build resilience by strengthening their sense of connection and emotional safety. Drawing from developmental psychology and practical, relationship-based strategies, participants will learn to foster frustration tolerance in ways that validate emotions while setting firm, supportive boundaries. In addition to classroom and counseling techniques, attendees will gain tools to collaborate effectively with parents, empowering them with strategies to reinforce frustration tolerance at home. Through discussion and real-world examples, we'll explore how to help students move from dysregulation to confidence in handling challenges.



**DATE:** Thursday, March 5, 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

# Using High Intensity Instructional Techniques to Enhance Retention and Support the Development of Algebraic Reasoning

Presented by Paul Riccomini, PhD

**J**oin us for a dynamic and interactive professional development session designed exclusively for secondary mathematics teachers. This session is focused on equipping educators with two powerful strategies to enhance long term retention and support the development of Algebraic reasoning. During this session, participants will learn about the cognitive processes involved in information retrieval and mathematical reasoning, gaining a deeper understanding of specific techniques that can effectively support both long term learning and critical thinking. Through collaborative planning time and engaging activities, teachers will explore practical applications of the strategies within the context of the 5-12 mathematics content.

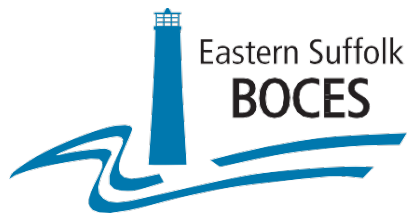


By the end of this session, participants will have a clear understanding of interleaving practice and the worked solution strategy as well as their application in the secondary mathematics classroom. Teachers will be well-prepared to foster durable learning and deepen student understanding throughout the academic year.

**DATE:** Thursday, March 5, 2026  
**TIME:** 8:30 am to 2:30 pm (buffet lunch included)  
**COST:** \$399 for subscribers / \$449 for non-subscribe (per person)  
**AUDIENCE:** Grades 5-12 math teachers  
**LOCATION:** Instructional Support Center @ Sequoia, 750 Waverly Ave, Holtsville, NY  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



**Dr. Paul Riccomini** is a highly respected expert in mathematics education, specializing in high intensity instructional techniques for mathematics. With a mathematics degree and dual certifications as a high school math and special education teacher, Paul possesses in-depth knowledge of content matter and evidence-based instructional techniques. Drawing from extensive classroom experience, Paul understands the unique challenges faced by mathematics teachers at all grade levels. Guided by principles from cognitive science, the science of learning, and learner characteristics, Paul collaborates with mathematics teachers and interventionists to develop engaging and effective instructional activities. These activities promote conceptual understanding, critical thinking, and problem-solving skills throughout the academic year, ensuring sustained student growth. With a rich background spanning 30+ years, Paul has made significant contributions to mathematics education. His research focuses on innovative teaching strategies and pedagogical approaches, providing practical and research-based methods to enhance math instruction. Educators seeking valuable resources can rely on Paul's work to improve their teaching practices in mathematics. Paul can be reached at [pir146@psu.edu](mailto:pir146@psu.edu).



Department of Educational Support Services · Professional Development Program

# The Science of Reading: Morphology, Spelling, and Latin Roots

Presented by Amy Benjamin

The Science of Reading emphasizes explicit, direct, sequenced instruction in word components and orthographic patterns. This workshop will help teachers deepen their English Language Arts instruction in decoding, academic vocabulary, and writing; including phonemic analysis, etymology, and multi-sensory learning. Registrants will come away with specific classroom-ready resources for teaching morphology, spelling rules and patterns, word histories, and a day-by-day scope and sequence for teaching Latin roots in academic

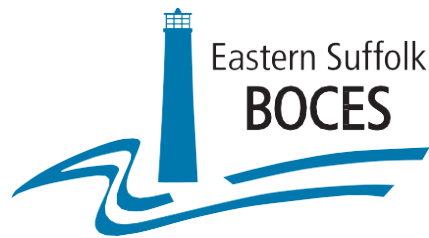


vocabulary by using visuals, patterns, and Spanish cognates. The resources and teaching suggestions take English language learners and special education students into account.

DATE: Friday, March 6, 2026  
TIME: 8:30 am to 2:30 pm (lunch included)  
COST: \$199 for subscribers / \$249 for non-subscribers (per person)  
AUDIENCE: Grades 4-12 ELA Teachers  
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
REGISTER: <http://webreg.esboces.org>  
CTLE: Pedagogy/Content



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



Department of Educational Support Services · Professional Development Program

# Building World Language Proficiency Across Communication Modes: From Frameworks to Classroom-Ready Activities

Presented by Joshua Cabral

**This full-day professional development is designed for world language teachers of any language and proficiency level.** Participants will explore how to teach toward communicative proficiency by connecting the three ACTFL Communication Modes (Interpretive, Interpersonal, and Presentational) through intentional planning, assessment, and classroom activities.

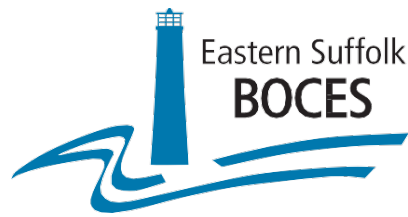
The morning portion of the program focuses on understanding and applying a clear framework for building proficiency across the modes. The afternoon portion provides hands-on, ready-to-use activities that align with the framework, making language learning purposeful, engaging, and measurable. **Teachers will leave with practical strategies, AI prompt templates, planning tools, and a wealth of adaptable activities to use immediately in their classrooms.**



**DATES:** Tuesday, March 10, 2026  
**TIME:** 8:30am-2:30pm (lunch included)  
**COST:** \$349 for subscribers / \$399 for non-subscribers (per person)  
**AUDIENCE:** Grades K-12 teachers of any language proficiency level  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville  
**REGISTER:** <http://webreg.esbores.org>  
**CTLE:** Pedagogy



**Joshua Cabral** has been teaching French and Spanish for 29 years. He regularly presents workshops on language proficiency and cultural competence at state, regional and national conferences. Joshua has done extensive graduate work in Applied Linguistics and Instructional Coaching. He consults with schools and districts throughout the USA working toward building and improving proficiency-based programs. Joshua is passionate about access to education and also works closely with schools in Haiti and Nicaragua where he travels to work with teachers and students. He is also the host of the World Language Classroom Podcast.



Department of Educational Support Services · Professional Development Program

# Creating Positive Paths for Early Learners Through the Multi-Tiered Systems of Support (MTSS-I) Integrated Framework

Presented by **Dr. Maureen Martin**

As early learners enter districts school educators can create positive educational pathways by implementing the **Multi-Tiered Systems of Support – Integrated (MTSS-I) Framework**. This professional development focuses on using Tier 1, 2, and 3 instruction to support early learner academic and behavioral growth through responsive, developmentally appropriate practices. The goal for the session is to have MTSS-I teams leave with practical, applicable framework strategies for early learners.

## Participants will:

- Understand how MTSS-I impacts early learner academics and behavior
- Apply Tier 1, 2, and 3 supports within the MTSS-I Framework
- Identify instructional routines and classroom management strategies aligned to early learner needs

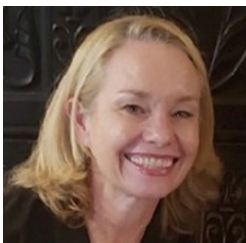
## Early Learner Focus:

- Developmental levels (Resource, Yardsticks by Chip Wood) with a focus on MTSS-I Framework.
- Clarification of how MTSS-I impacts the early learners and grow the practices academically and behaviorally.
- Leveraging MTSS-I team meetings to support student growth
- Developmentally appropriate classroom practices

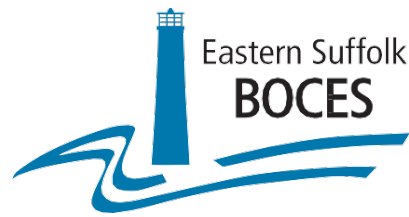
## Clarifying MTSS-I:

The needs of the early learner in a district and school are different with growth and development happening rapidly and daily. It is necessary to specifically design academic instruction and classroom management practices. **Practical Take Aways**— Teams will have an opportunity to come up with differentiated instructional strategies on the academic side of the MTSS-I Framework. Teams will gain exposure to instructional routines and classroom management practices necessary for early learners. **They will be able to design early learner education opportunities with comprehensive, evidenced based MTSS I system reviews.**

**DATE:** Wednesday, March 11, 2026  
**TIME:** 8:30 am to 2:30 pm (lunch included)  
**COST:** \$175 for subscribers / \$225 for non-subscribers (per person)  
**AUDIENCE:** Early Learner District and School Administrators, MTSS-I team members, Psychologists, PK-Grade-1 Educators  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



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



Department of Educational Support Services · Professional Development Program

# Creating Shared Solutions - A Collaborative Approach to Behavior Support

Presented by **Dr. Bonni Cohen, PTS Coaching, LLC**



This session introduces a step-by-step model for working with students who struggle with behavioral, flexibility, or emotional regulation issues. Rather than using reward systems or repeated consequences, we'll focus on building trust and helping students learn to problem-solve alongside the adults who support them.

You'll learn how to:

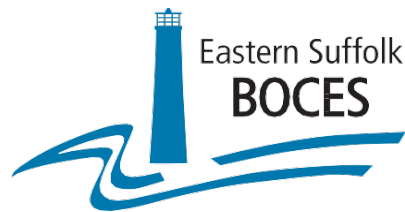
- Understand the “why” behind behavior
- Promote perspective-taking and emotional awareness
- Use a simple, structured process to work through challenges collaboratively with students
- Reinforce self-regulation skills without escalating conflict

The **Creating Shared Solutions model** provides paraprofessionals with a respectful and empowering approach to responding to behavior, helping students develop long-term coping strategies. You'll leave with tools and confidence to be a calm, connected presence in the classroom and beyond.

**DATE:** Wednesday, March 11, 2026  
**TIME:** 12:30 pm to 3:00 pm  
**COST:** \$75 for subscribers / \$99 for non-subscribers  
**AUDIENCE:** paraprofessionals, teacher assistants, teacher aides, support staff and special education teachers  
**LOCATION:** Live Online via Zoom (*Invite will be sent the afternoon prior*)  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



**Bonni S. Cohen, Ed.D.**, is a certified ADHD Parent Coach and veteran educator with more than three decades of experience in public education. She served as a teacher, literacy coach, and administrator before retiring as Principal of Manorhaven Elementary School in Port Washington, NY. Dr. Cohen now trains educators nationwide and teaches at Adelphi, Hofstra, and St. John's Universities. Through her work with PTS Coaching, she helps schools and families implement research-based practices that support student success.



Department of Educational Support Services · Professional Development Program

## After School Workshop

### Teaching ELL Students in the Content Areas and Utilizing Effective Strategies for Students with Interrupted Education (SIFE)

Presented by Pamela Solomon

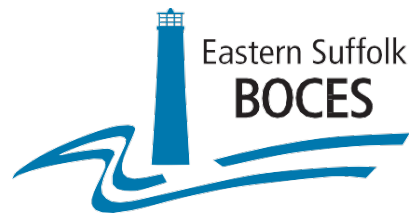


Participants will examine effective strategies to implement with teaching second language learners in the content areas. In addition, we will examine several techniques to scaffold/modify lessons for SIFE students to improve their comprehension skills and improve their linguistic abilities.

DATE: Thursday, March 12, 2026  
TIME: 3:45 pm to 6:45 pm  
COST: \$75 for subscribers / \$99 for non-subscribers  
AUDIENCE: Grades K-12 General Education Teachers  
LOCATION: **LIVE ONLINE via ZOOM** (*Invite will be sent the afternoon prior*)  
REGISTER: <http://webreg.esboces.org>  
CTLE: Pedagogy/ELL



**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

# The Power of High-Impact Strategies that Drive Student Achievement

Presented by **Dan Evans, Ed.D.**

Author & National Trainer; Former Chief Academic Officer

**E**very student can achieve grade-level proficiency when schools make a deliberate choice to focus on the instructional practices that matter most. This session highlights the small number of research-backed, high-impact strategies that—when implemented consistently—lead to strong outcomes for all learners, including those most at risk.

Through engaging examples, modeling, and guided practice, Dr. Evans demonstrates how effective schools create alignment around these key instructional levers and how teachers can integrate them into daily instruction without adding more work. Participants will explore what the most successful schools do differently, why these strategies are so powerful, and how to confidently bring them into their own classrooms or leadership roles.

## By the end of the session, participants will:

- **Identify** the core high-impact strategies that boost grade-level proficiency across content areas.
- **Understand** how successful schools align daily practices for success.
- **Examine** real classroom examples supporting at-risk students and elevate learning for all.
- **Build** skills to model and sustain effective instructional change at the classroom and school levels.

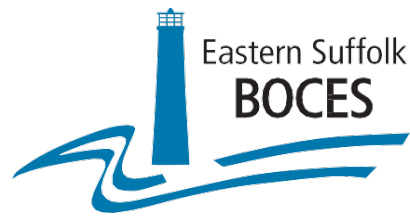
## Participants will leave prepared to:

- **Implement** high-impact instructional moves that increase student confidence, engagement, and mastery.
- **Analyze** classroom strategies that have the strongest evidence base for driving rapid academic growth.
- **Practice** key instructional routines with feedback and clarity, enabling immediate application in classrooms.
- **Support** colleagues in building consistent, aligned instructional practices that improve schoolwide results.

**DATE:** Thursday, March 12, 2026  
**TIME:** 8:30 am -2:30 pm (buffet lunch included)  
**COST:** \$250 for subscribers / \$299 for non-subscribers – per person  
**AUDIENCE:** Teachers, specialist, instructional coaches, building leaders, and district administrators; K-12, all core content areas.  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
**REGISTER:** <http://webreg.esbores.org>  
**CTLE:** Pedagogy



Dr. Evans is an accomplished author and sought-after trainer and speaker on classroom best practices. He led innovative instructional change in one of the nation's largest school districts, and the district earned its highest achievement scores in reading, math, and science in its history. His expertise in literacy best practices and high-yield instructional strategies drives his passion for what works in schools. He has led an accomplished career as an award-winning teacher and leader, using an inspiring mix of humor, personal narrative, and practical teacher advice that comes from many years in service to public schools. Dan is a former *Principal of the Year* and Chief Academic Officer in Pinellas County, Florida. His first book *The Instructional Soul* debuted in 2019, and his follow up guidebook to instructional best practice is set for release in 2026. Some of the feedback from his recent workshops: "Amazing," "Engaging and informative," "Dr. Evans did a great job. Loved his humor!" and "Fantastic speaker. Funny, energetic, and sincere."



Department of Educational Support Services · Professional Development Program

# Writing for High-Stakes Tests

Presented by Annie Taranto, The Living Literacy Network

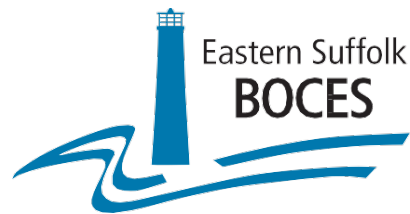


No one wants to “teach the test” -- we have more writing types to cover, and if we just did test prep, our students would be bored to tears! But, we still have to make sure our students are prepared and confident as they approach high-stakes tests. **This session teaches how we might harness the skills students already know, while considering new strategies for test-taking that will support their focus, stamina, and performance.**

DATE: Friday, March 13, 2026  
TIME: 8:30 AM to 2:30 PM (buffet lunch included)  
COST: \$249 for subscribers / \$299 for non-subscribers  
AUDIENCE: Grades 3-8 Teachers across content areas  
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
REGISTER: <http://webreg.esboces.org>  
CTLE: Pedagogy/Content



**Annie Taranto** is a literacy consultant working with schools regionally, nationally, and internationally. She collaborates with leadership to identify instructional goals rooted in data and leads hands-on, practical staff development to achieve those goals. In addition to leading workshops, study groups and site-based residences, Annie supports educators with writing and revising curriculum, and she fosters teacher leadership through coaching. She founded Taranto Consulting LLC after teaching in Honolulu and New York City and working as a staff developer for the Teachers College Reading & Writing Project. Annie received her BA from Duke University, her MA from Teachers College, Columbia University, and the micro credential in the Science of Reading from SUNY New Paltz. She is the co-author of *The Research Based Argument Essay, Grade 5* and *The Art of Argument: Research Based Essays, Grade 7* from the Units of Study in Opinion, Information, and Narrative Writing. She also presents at conferences on literacy, including NCTE.

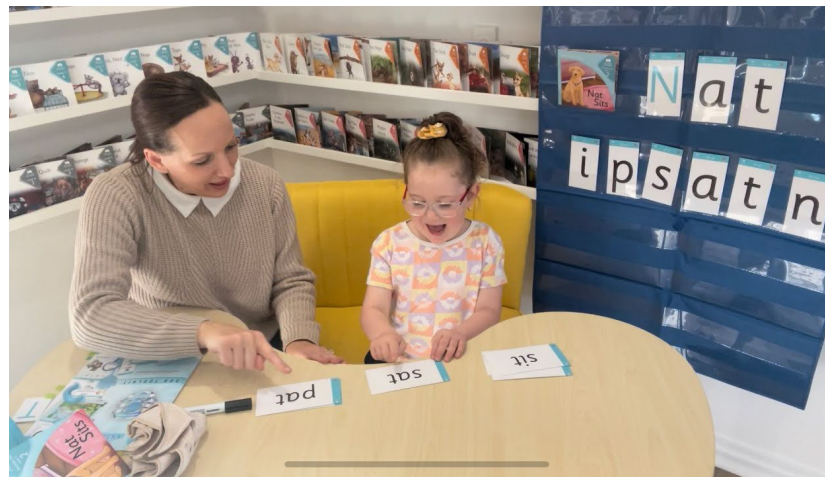


Department of Educational Support Services · Professional Development Program

# The Role of Connected Phonation in Learning to Read

Presented Lea Rascona, Literacy Matters

Explore **connected phonation** as a powerful, research-based strategy for teaching students to read. Participants will learn the difference between continuant and stop phonemes, why blending and holding sounds supports decoding, and how to move away from segmentation. We'll examine common practices that hinder reading development and highlight phonetic spelling as the bridge between speech and print.



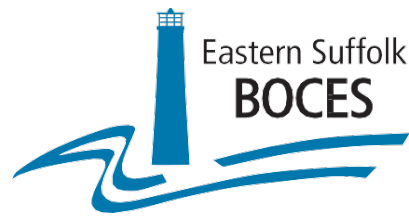
**By the end of this session, educators will understand how connected phonation:**

- Fosters automaticity
- Reduces reliance on context clues
- Ensures students have a concrete blending strategy for decoding words

**DATE:** Monday, March 16, 2026  
**TIME:** 12:30-3:00 PM  
**COST:** \$175 for subscribers / \$225 for non-subscribers  
**AUDIENCE:** Teachers, Grades Pre-K to 2nd  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



**Lea Rascona** is a consultant with *Literacy Matters* who empowers teachers and students through evidence-based instruction and innovative tools. She began her career as a founding teacher at one of New York City's highest-performing charter schools, where she taught, trained new educators, and modeled effective instruction for school leaders. Lea holds a B.A. from Bentley University and an M.A. in Childhood Education (with Distinction) from Hofstra University. She has served on the NYS Early Learning Standards Task Force and brings extensive expertise in curriculum design, professional learning, and edtech integration—bridging the Science of Reading with classroom practice. Her certifications include Science of Reading Fundamentals (SUNY New Paltz), MagicSchoolAI Certified Trainer, BriskAI Professional, Kami Certified Educator, and EdPuzzle Training. Lea lives on Long Island with her husband and two children and enjoys cheering them on at their sporting events.



Department of Educational Support Services · Professional Development Program

# Classroom Strategies to Meet the Rigor of the New Biology Regents

## Presented by Glen Cochrane

The NYSSLS-based LS: Biology Regents exam has raised the bar for students, presenting challenges well beyond the former Living Environment Regents. This exam is designed around the expectations of three-dimensional (3D) learning, requiring students not only to acquire scientific knowledge but also to think like scientists and make sense of novel scientific scenarios. To achieve this, we will focus on practical classroom strategies that gradually build the science skills necessary to meet the rigor of the new exam. We will take a clear and practical look at New York State's Educational Assessment Strategy and how it can build 3D skills. This approach uses multiple types of assessments to gauge student learning progress, tailor instruction, identify strengths and weaknesses, and evaluate mastery. Participants will explore how the clusters in the Biology Regents exam are structured and developed, and how they differ from the various classroom techniques used to assess expectations for 3D learning.

### Topics will include:

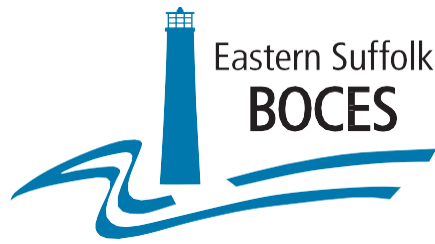
- How the Regents exams are based on the NYSSLS and the Performance Level Descriptions (PLDs), rather than your curriculum.
- The role of student assessment as a component of curriculum and instruction
- The use of AI to assist in constructing classroom and Regents-style assessments.
- The development of curriculum-based and novel-based phenomena for classroom assessments.
- How Performance Level Descriptions are aligned with each NYSSLS performance expectation when constructing Regents question clusters.
  - Determine the PLD level for each of the items in a question cluster from a recent Biology Regents.
  - Analyze how the language of the PLD is applied in constructing each question.
- Review strategies that will progressively enhance the testing skills necessary for students to navigate the rigor of Regents question clusters
  - In a small group, develop a short PowerPoint or Google Slides presentation for use in lessons to help students apply these strategies.
- In a small group, collaboratively construct a Regents-style question cluster using the language of the PLDs.

**\*\*B.Y.O.D. (Bring Your Own Device) - Participants should bring a fully charged laptop, iPad, or tablet to download resources and access websites throughout the workshop.**

DATE: Tuesday, March 17, 2026  
TIME: 8:30 am to 2:30 pm (buffet lunch included)  
COST: \$199 for subscribers / \$249 for non-subscribers (per person)  
AUDIENCE: Regents Biology Teachers and Science Leaders  
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
REGISTER: <http://webreg.esboces.org>  
CTLE: Content



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



Department of Educational Support Services · Professional Development Program



# Three Professional Learning Sessions

Facilitated by Norman Merrifield



808Education is a creative professional learning studio that is Driven by Engagement and Built for Implementation. We specialize in transforming instruction through powerful visual design, high-engagement strategies, and tools that save teachers time while elevating the quality of their work. 808Education is excited to facilitate a three-part Canva professional learning series designed to build creative confidence, streamline instructional planning, and maximize the newest tools.

### ◆ Session 1: March 17, 2026 • TOOLS, TEMPLATES & AI UPDATES • 12Noon – 1PM

The Tools, Templates & AI Updates session provides educators with a hands-on tour of Canva’s latest upgrades, including redesigned tools, time-saving templates, and powerful new AI features. Participants will learn practical strategies to apply these functions immediately in daily leadership or teaching practices.

#### DELIVERABLES:

- Identify time-saving templates and workflows that improve planning efficiency.
- Practice using AI-powered content creation to enhance instructional materials and classroom communication.
- Apply updated design features to create clean, engaging visuals aligned to instructional goals.

### ◆ Session 2: March 31, 2026 • MULTIMEDIA ELEMENTS AND PRESENTATIONS • 12Noon – 1PM

This course dives into Canva’s newest picture- and video-editing capabilities. Educators will practice using advanced background tools, image clean-up features, design refinements, and visual effects to produce polished, professional instructional materials. This session is ideal for teachers and leaders who want to elevate the quality and clarity of their classroom content.

#### DELIVERABLES:

- Explore Canva’s latest photo and video editing tools, including background removal, clean-up, resizing, filters, and animations.
- Explore techniques for embedding edited media into both existing and new instructional designs.
- Understand how multimedia enhancements support accessibility and differentiation.

### ◆ Session 3: April 14, 2026 • LESSON HOOKS & INSTRUCTIONAL FRAMES • 12Noon – 1PM

This high-energy session introduces educators to 808Education’s signature Lesson Hooks and Instructional FRAMES—practical engagement tools designed to spark curiosity, increase student talk, and strengthen instructional clarity. Participants will experience several Hooks firsthand and learn how to adapt them for their content areas, grade levels, and program needs.

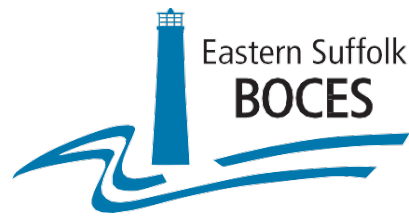
#### DELIVERABLES:

- Engage in meaningful discourse using 808Education Lesson Hooks and Instructional FRAMES to explore high-engagement instructional design.
- Adapt 808Education Canva tools and templates to align with student strengths, district goals, and desired classroom outcomes.
- Examine the research and neuroscience behind 808Education’s instructional supports to understand how they improve attention, memory and student participation.

**COST:** \$35 for subscribers / \$45 for non-subscribers (separate registration for each)  
**AUDIENCE:** K-12 Educators  
**LOCATION:** LIVE ONLINE via ZOOM (Invite will be sent the day prior)  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Pedagogy



**Norman L. Merrifield** is a visionary educator, entrepreneur, and community leader from Bloomington, Indiana. He holds a B.S. in K–12 Education from Tennessee State University, an Audio Engineering Diploma from SAE Institute, and M.Ed from Vanderbilt University’s Peabody College of Education and Human Development. As the founder of 808Education, Norman leads a professional learning design firm that specializes in research-backed, engaging professional development for K–12 districts, non-profits, and education organizations. With over a decade of experience as an instructional designer, facilitator, and district-level consultant, he helps educators and leaders bridge strategy to practice through frameworks that align goals, values, and outcomes. Blending creativity, cognitive rigor, and data-driven design, Norman supports teachers and leaders in implementing high-quality, equitable learning experiences.



Department of Educational Support Services · Professional Development Program

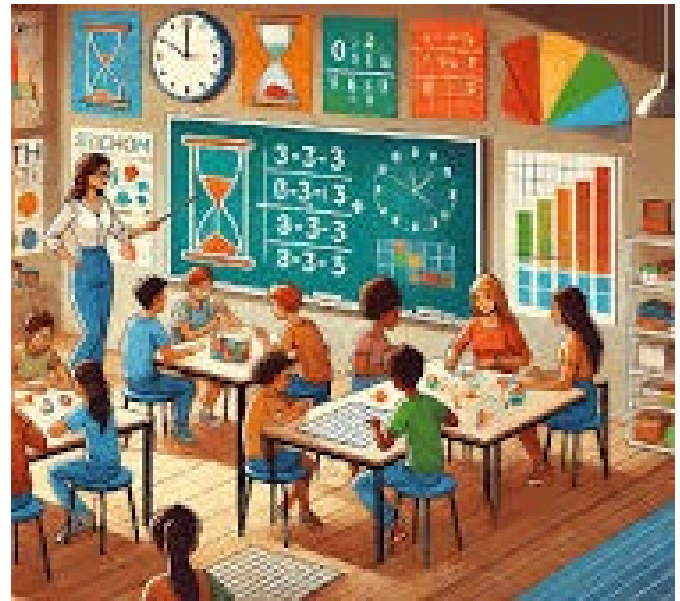
# Building a Thinking Classroom in Mathematics

Presented by **Nicolle Santaromita**

## What is a Thinking Classroom?

A *Thinking Classroom* is an instructional approach based on the groundbreaking work of Dr. Peter Liljedahl, author of *Building Thinking Classrooms in Mathematics*. It's a research-based framework designed to move students from passive learning to active thinking by using intentional structures such as:

1. Visibly random groups
2. Vertical non-permanent surfaces (VNPS)
3. Rich, low-floor/high-ceiling tasks
4. Flow-focused sequencing
5. Student-centered autonomy

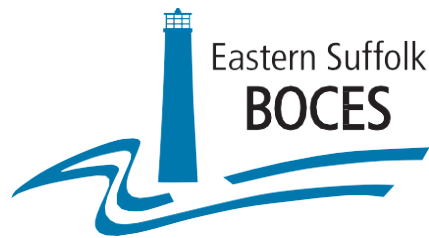


These strategies build a classroom culture where students collaborate, take risks, persist through challenges, and engage deeply in mathematical reasoning. These teaching practices are simple to implement and proven to be extremely effective in getting your math students engaged, thinking, and problem solving. **You will leave with rich mathematical tasks, but better yet a set of teaching practices that will transform your classroom!**

DATE: Tuesday, March 24, 2026  
TIME: 8:30 AM to 2:30 PM  
COST: \$125 for subscribers / \$175 for non-subscribers  
AUDIENCE: Grades K-5 Math Teachers  
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
REGISTER: <http://webreg.esbores.org>  
CTLE: Pedagogy



**Nicolle Santaromita** has taught elementary for the last 20 years at South Country School District. She has received math training from Marilyn Burns and has used a workshop style that incorporates small group, differentiated instruction, number talks, and formative assessment for many years. She is proficient in reading and writing workshop and word work. Nicole has learned to parallel that ELA model into the math classroom with much success. Presently, Nicole is an adjunct professor at LIU teaching math and science methodology courses. Nicole invites all elementary teachers of math to join in to learn the math workshop model to enhance student engagement and learning for all learners. A deep understanding of mathematical concepts and fluency unleashes the potential success for our elementary students to embrace higher level mathematics with success.



Department of Educational Support Services · Professional Development Program

# Seal of Civic Readiness: Strategies, Sharing, and Practice

Presented by **Nicole Moriarty, Ed. D**

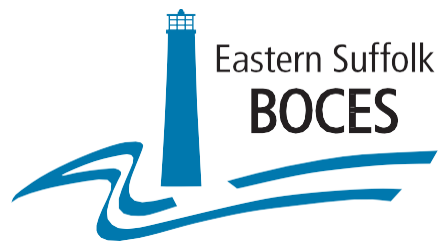
**J**oin us for a half-day workshop on the Seal of Civic Readiness, designed to help educators explore and strengthen civic engagement opportunities in their districts. During this three-hour session, participants will learn about the purpose and components of the Seal, engage in hands-on activities, and share best practices with colleagues. This interactive session will provide practical strategies and ideas to support meaningful implementation of the Seal of Civic Readiness.



**DATES:** Wednesday, March 25, 2026  
**TIME:** 8:30am-11:30am  
**COST:** \$95 for subscribers / \$125 for non-subscribers (per person)  
**AUDIENCE:** All Educators Grades PreK-12<sup>th</sup> Grade  
**LOCATION:** Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville  
**REGISTER:** <http://webreg.esboces.org>  
**CTLE:** Content



**Nicole Moriarty** began her teaching career in New York City and Yonkers, where she worked with brilliantly diverse student groups whose resilience continues to guide her work today. Since then, Nicole served as an Instructional Leader, Assistant Principal, Director of Reading and ENL, and most recently, Assistant Superintendent for Curriculum and Instruction. For 25 years, Nicole led the design and implementation of PreK-12 instructional frameworks and system-wide programs focused on elevating student experience and improving outcomes. From writing PreK units to redesigning graduation pathways—and everything in between, Nicole Moriarty, has had the privilege of learning and growing alongside exceptional students and educators.



Department of Educational Support Services · Professional Development Program

# Understanding Autism and Behavior

**Presented by Dr. Jeanne Villani, Psy.D.**

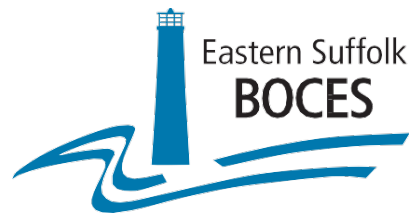


This full day *live* and *interactive* workshop will provide:

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

DATE: Wednesday, March 25, 2026  
TIME: 8:30 am – 2:30 pm (buffet lunch included)  
COST: \$125 for subscribers / \$175 for non-subscribers  
AUDIENCE: Pedagogues seeking a deeper understanding to work effectively with students with ASD  
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY  
REGISTER: <http://webreg.esboces.org>  
CTLE: Pedagogy

**Dr. Jeanne Villani, Psy.D.**, received her Masters and Doctorate Diplomas in School Psychology at St. John's University. Jeanne spent the last five years of her twenty-seven-year career with the NYC Department of Education, working as an administrator with the specialized autism programs. She worked closely with families, students, and educators promoting neurodiversity in learning. Currently, Jeanne works as an adjunct professor in the graduate mental health program at Alfred University and the undergraduate humanities and arts program at the School of Visual Arts. She also conducts psychiatric and intelligence evaluations for the state, as a licensed NY State psychologist.



Department of Educational Support Services · Professional Development Program

# Practice, Analyze, and Write NYSSLS Physics Cluster Questions

Presented by **Richard Slesinski**



As the NYSSLS-aligned Regents Physics exam approaches, high school physics teachers need targeted support to navigate the exam's most distinctive feature: cluster questions. These multi-part, phenomenon-based items are central to assessing students' ability to apply science and engineering practices, crosscutting concepts, and core disciplinary ideas in context. This full-day workshop provides a deep dive into understanding, analyzing, and designing cluster questions. Participants will actively engage with

released sample questions, practice scoring student responses, and collaboratively develop their own cluster questions for classroom and assessment use.

## By the end of this workshop, participants will:

- Understand the structure and purpose of cluster questions on the NYSSLS Regents Physics exam.
- Examine the alignment between cluster questions and the three dimensions of the NYSSLS.
- Practice answering released cluster questions to better anticipate student thinking.
- Design original cluster questions based on NYSSLS Performance Expectations and classroom phenomena.
- Leave with a set of ready-to-use cluster questions and rubrics for each NYSSLS physics performance objective.

DATE: Monday, March 30, 2026  
TIME: 8:30 am to 2:30 pm (buffet lunch included)  
COST: \$175 for subscribers / \$225 for non-subscribers  
AUDIENCE: High School Physics 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.



## EASTERN SUFFOLK BOCES PROFESSIONAL DEVELOPMENT ONLINE REGISTRATION DIRECTIONS

**\*\*TO REGISTER FOR EASTERN SUFFOLK BOCES WORKSHOPS, REGISTER THROUGH THE ACTIVITY CATALOG\*\***

*Check with your district to see if you are a member of Frontline/MyLearningPlan*

**For Frontline/MyLearningPlan Member Districts AND NON-Frontline/MyLearningPlan Member Districts:**

To see available courses and to register:

- Go to the website: <http://webreg.esboces.org>
- Under 'Search Options' at the top center, select and check '**Eastern Suffolk BOCES Professional Development Program' from the drop down list and click search;**
- Workshops are listed in chronological order
- Select the title of the course you would like to enroll in
- Click the **ENROLL** button at the bottom of the page
- Select the **correct** login method that applies to you (1) **registered user**; (2) **new user**; (3) **MyLearningPlan.com user**
- After you choose your login method then **Enter User Name & Password – select Log in**
- Enter and update (if needed) your personal account registration information
- Click **Update & Continue**
- Select payment method
- Click on the checkbox to agree to the Terms and Conditions regarding registration and/or cancellations –  
**"REGISTRATION AND/OR CANCELLATIONS ARE DUE 10 SCHOOL DAYS PRIOR TO THE EVENT. THE DISTRICT WILL BE BILLED UNLESS CANCELLATION IS RECEIVED."**
- Click **SUBMIT**
- Select '**Request Approval**' on the following screen if you are a **Frontline/MyLearningPlan district** - If you are a Frontline/MyLearningPlan District, and depending on your district, you will need to fill out the next screen titled "Regional Provider Form" making sure to fill out all required information; **IF ALL NECESSARY INFORMATION IS NOT ENTERED, A FORM ERROR WILL BE OCCUR AND YOU WILL NOT BE FULLY ENROLLED**
- Click **SUBMIT** once **ALL** fields are filled out
- If you are **NOT** a **Frontline/MyLearningPlan district**, print out the **ENROLLMENT FORM** and **AFTER RECEIVING ADMINISTRATIVE SIGNATURE** on this form, fax back to **631-240-8955**
- You will receive an e-mail once you are fully registered
- Click **RETURN TO MAIN** and then **LOGOUT** to finish the process

**\*\*PLEASE NOTE THAT SUBMITTING ONLY AN INTERNAL CONFERENCE REQUEST FORM DOES NOT REGISTER YOU FOR OUR WORKSHOPS/CONFERENCES – IT MUST BE DONE THROUGH THE ESB REGIONAL CATALOG\*\***

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