



2026-2027

INTERNATIONAL / NATIONAL PRESENTERS

Department of Educational Support Services • Professional Development Program



Myron Dueck

Assessment in the Portrait of a Graduate Era:
The WHY and HOW

📅 Monday, October 19, 2026 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)



Sherry St. Clair

Problem Based Learning

📅 Friday, November 6, 2026 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)



Eric Sheninger

Mastering the Continuous Improvement Cycle:
Plan, Implement, Evaluate, Grow

📅 Monday, November 17, 2026 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)



Weston Kieschnick

The Hidden Work:
What Separates Top Performers from Underachievers

📅 Monday, December 14, 2026 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)

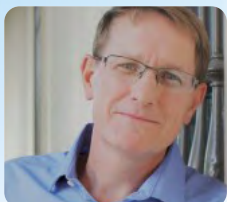


Baruti K. Kafele

Critical Leadership Questions for Inspiring Schoolwide Excellence
(The Principal 50)

📅 Monday, January 11, 2027 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)



Dan Evans, Ed.D.

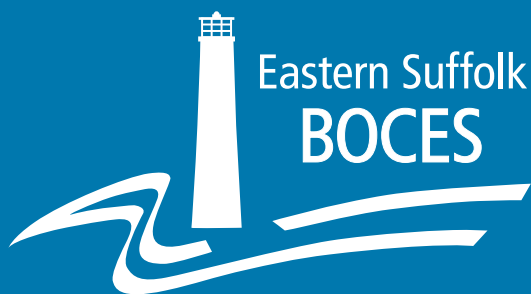
Instructional Moves That Matter:
The High-Impact Strategies That Accelerate Student Achievement

📅 Monday, March 15, 2027 ⌚ 8:30 AM to 2:30 PM
📍 Instructional Support Center @ Sequoya

[REGISTER HERE](#)

For more information and to register: <http://webreg.esboces.org>

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.



Community School Resources Program

(New CoSer 535)

Supporting Whole-Child Wellness



Eastern Suffolk BOCES is proud to offer a comprehensive Community School Resources, designed to strengthen district capacity in supporting students' mental health, wellness, and academic success.

Through this CoSer, districts gain access to co-located and school-linked mental health services, expert consultation, professional development, provider-to-provider and coordinated supports for students and families.



Support Services

Including Behavioral Health Center crisis intervention, counseling, risk assessments, and resource/referral coordination



Professional Development

For educators, administrators, and mental health staff



Tools & Resources

To help districts address student wellness and evolving mental health needs



Leadership Support

Assisting districts in interpreting wellness data and applying insights to improve student support

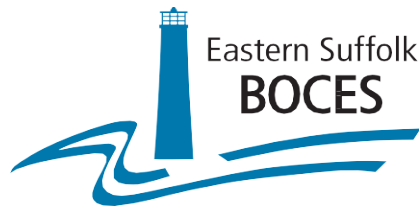
Current Partners



Stony Brook Children's

CONTACT US:  commschoolresinfo@esboces.org

 (631) 244-4092



Department of Educational Support Services · Professional Development Program

SPECIALIZED LITERACY SUPPORT TRAININGS **2026-2027 PROFESSIONAL DEVELOPMENT OFFERINGS**

Wilson Foundations® Level 4 & 5 Set Up for Success Workshop

Presented by Allison McAvoy, Southeast Reading Center, LLC

September 29 • 12:00 pm-3:00 pm..... [REGISTER HERE](#)

Online via Zoom link to be sent prior to the workshop



Just Words® Launch Workshop

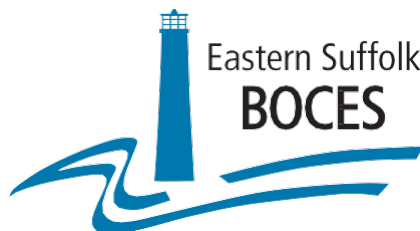
Presented by Allison McAvoy, Southeast Reading Center, LLC

October 6 • 9:00 am-2:30 pm..... [REGISTER HERE](#)

Online via Zoom link to be sent prior to the workshop



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.



Department of Educational Support Services · Professional Development Program

NY Inspires | POG: Teaching All Five Personal Finance Topics for NYS Portrait of a Graduate



Presented by Phil Dituri, Ph.D.



New York State's Portrait of a Graduate Personal Finance requirements ask educators to address five interconnected topic grade bands, but knowing the standards and knowing how to *teach* them are two very different things. This workshop is designed to bridge that gap.

We'll take on all five NYS personal finance topics together: **Budgeting and Money Management, Credit and Debt Management, Earning Income, Risk Management, and Saving and Investing.** Rather than a surface-level survey, we'll use the full arc of the standards as a framework for thinking about financial literacy conceptually, exploring what each general topic really means, and what students actually need to understand (not just memorize) to be financially capable adults.

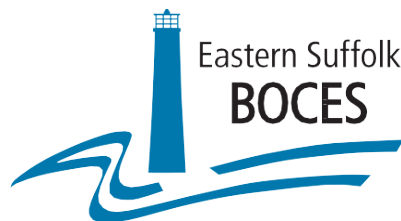
We'll spend time with the standards themselves, unpacking the essential understandings behind each topic area and identifying the big conceptual moves students need to make. You'll also experience student-ready activities that bring the financial theory to life, including some that involve the mathematics underlying these ideas. Don't let that scare you off: we go slowly, we hold hands through every step, and any math is always in service of meaning, not the other way around. **You'll leave with materials and strategies you can put to work right away.**

No prior financial background required. Just bring curiosity, a commitment to your students, and a willingness to think differently about what financial education can look like.

DATE:	Thursday September 24, 2026
TIME:	8:30 AM to 2:30 PM (lunch included)
COST:	\$175 per person for subscribers / \$225 per person for non-subscribers
AUDIENCE:	Grades 6-12 educators, math teachers, non-math teachers, and anyone looking to strengthen financial literacy instruction in their classroom or community setting.
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Philip Dituri has taught and inspired educators and children for over 20 years. He is currently an educational consultant working with various schools and the Director of Education at the not-for-profit, Financial Life Cycle Education. He served as a Visiting Professor at Fordham University, and was a teacher, instructional coach, and chairperson of the Mathematics Department at New Design High School in Manhattan. While in public school, he was a three-time Math for America Master Teacher. Phil has a B.A. in Mathematics from NYU and a Ph.D. in Mathematics Education from Columbia University.



Department of Educational Support Services · Professional Development Program

Building a Coherent Numeracy System: Classroom, School, and District Practices Aligned to the NYS Numeracy Briefs (Grades K-2 Series)

Facilitated by Dr. Nicole Hersey – Bertram

◆ **October 15 - Session 1- Reframing Numeracy: Debunking Myths and Centering Sense-Making**

Primary Briefs: #1 (Foundations), #2 (Debunking Myths)

Purpose: Establish shared beliefs across teachers and leaders.

- What early numeracy *really* looks like (trajectories for counting, cardinality, part-whole)
- Myths about “readiness” and “developmental delays” in early math
- How young children show reasoning before they show fluency
- Using play-based and story-based tasks to surface thinking
- Identity and belonging

◆ **January 6 - Session 2- Designing Tasks That Invite Reasoning Across the Strands**

Primary Briefs: #3 (Task Design), #7 (Instructional Quality)

Purpose: Move from beliefs to concrete instructional design.

- Designing tasks that build part-whole reasoning
- Moving from counting-based strategies to relational thinking
- Adapting curriculum tasks to increase reasoning (e.g., “How many ways...?”)
- Representations that support discourse (ten-frames, dot images, number paths)
- Maintaining cognitive demand during centers and small groups

◆ **March 17 – Session 3 - Using Student Work to Drive Instructional Decisions**

Primary Briefs: #4 (Progressions), #5 (Formative Assessment)

Purpose: Build teachers’ capacity to interpret student thinking.

- Progressions in counting, addition/subtraction, and place value
- Sorting student work to identify emerging strategies
- Planning next instructional moves (small groups, conferring)
- Using student work to understand misconceptions vs. developmental steps
- Feedback that supports identity and agency

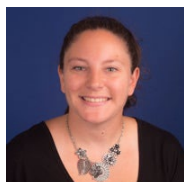
◆ **May 12 - Session 4 - Building a Culture of Mathematical Discourse and Reasoning**

Primary Briefs: #6 (Discourse), #8 (Leadership & Coherence)

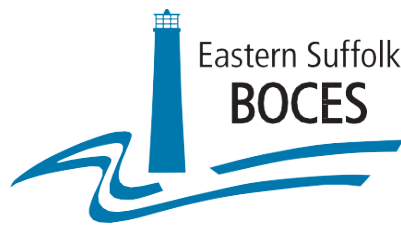
Purpose: Strengthen classroom talk and reasoning across grade levels.

- Talk routines for young learners (Which One Doesn’t Belong, Notice/Wonder, Quick Images)
- Representations that support discourse (number paths, drawings, manipulatives)
- Supporting multilingual learners through structured talk
- Classroom norms that promote agency and belonging
- Using discourse to maintain cognitive demand

TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$599 for subscribers / \$649 for non-subscribers (per person/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: Content



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

Building a Coherent Numeracy System: Classroom, School, and District Practices Aligned to the NYS Numeracy Briefs (Grades 3-5 Series)

Facilitated by Dr. Nicole Hersey – Bertram

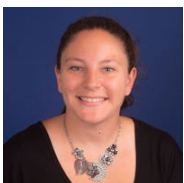
- ◆ **October 16 - Session 1- Reframing Numeracy: Debunking Myths and Centering Sense-Making**
Primary Briefs: #1 (Foundations), #2 (Debunking Myths)
Purpose: Establish shared beliefs across teachers and leaders.
- Myths about who is “good at math” in the upper elementary years
 - Reframing fluency as flexibility, not speed
 - Reasoning as the through line from multiplication to fractions
 - How student talk reveals multiplicative structures
 - Productive struggle as a sign of learning, not failure

- ◆ **January 7 - Session 2- Designing Tasks That Invite Reasoning Across the Strands**
Primary Briefs: #3 (Task Design), #7 (Instructional Quality)
Purpose: Move from beliefs to concrete instructional design.
- Designing tasks that deepen multiplicative reasoning
 - Fraction tasks that emphasize structure (unit fractions, number lines)
 - Increasing cognitive demand without increasing difficulty
 - Using representations (arrays, area models, ratio tables) to support reasoning
 - Talk routines that help students justify and compare strategies

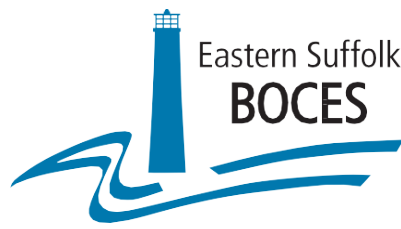
- ◆ **March 18 – Session 3 - Using Student Work to Drive Instructional Decisions** Primary Briefs: #4 (Progressions), #5 (Formative Assessment)
Purpose: Build teachers’ capacity to interpret student thinking.
- Progressions in multiplication, division, and fractions
 - Using student work to identify structural understanding
 - Planning instruction based on evidence, not pacing guides
 - Designing exit tickets that reveal reasoning
 - Feedback that moves learning forward (not evaluative)

- ◆ **May 13 - Session 4 - Building a Culture of Mathematical Discourse and Reasoning**
Primary Briefs: #6 (Discourse), #8 (Leadership & Coherence)
Purpose: Strengthen classroom talk and reasoning across grade levels.
- Discourse routines for multiplicative and fraction reasoning
 - Using representations to support explanation and justification
 - Building a Facilitating whole-class discussions that highlight structure
 - Supporting students in comparing and critiquing strategies
 - Building a classroom culture where reasoning is expected

TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$599 for subscribers / \$649 for non-subscribers (per person/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>
CTLE: Content



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

Building a Coherent Numeracy System: Classroom, School, and District Practices Aligned to the NYS Numeracy Briefs (Grades 6-8 Series)

Facilitated by Dr. Nicole Hersey – Bertram

◆ November 5 - Session 1- Reframing Numeracy: Debunking Myths and Centering Sense-Making

Primary Briefs: #1 (Foundations), #2 (Debunking Myths)

Purpose: Establish shared beliefs across teachers and leaders.

- Myths about “algebra kids” vs. “not algebra kids”
- Foundations of ratio and early function thinking
- How middle schoolers reason through structure, not memorization
- Identity and agency during the transition to abstract mathematics
- Discourse as a tool for sense-making, not performance

◆ January 8 - Session 2- Designing Tasks That Invite Reasoning Across the Strands

Primary Briefs: #3 (Task Design), #7 (Instructional Quality)

Purpose: Move from beliefs to concrete instructional design.

- Designing ratio and proportion tasks that promote relational reasoning
- Early function tasks that connect tables, graphs, and contexts
- Maintaining cognitive demand during algebraic manipulation
- Using multiple representations to support generalization
- Discourse routines that help students articulate structure

◆ March 19 – Session 3 - Using Student Work to Drive Instructional Decisions

Primary Briefs: #4 (Progressions), #5 (Formative Assessment)

Purpose: Build teachers’ capacity to interpret student thinking.

- Progressions in ratio, proportional reasoning, and early algebra
- Analyzing student work for structural vs. procedural thinking
- Planning targeted instruction based on student strategies
- Using student work to support discourse and argumentation
- Feedback that supports generalization and justification

◆ May 14-Session 4 - Building a Culture of Mathematical Discourse and Reasoning

Primary Briefs: #6 (Discourse), #8 (Leadership & Coherence)

Purpose: Strengthen classroom talk and reasoning across grade levels.

- Discourse routines for ratio, proportion, and algebra
- Using multiple representations to support argumentation
- Facilitating discussions that surface generalizations
- Supporting multilingual learners in algebraic discourse
- Department-level coherence: shared routines, shared expectations

TIME: 8:30 AM - 2:30 PM (buffet lunch provided)
COST: \$599 for subscribers / \$649 for non-subscribers (per person/includes all four sessions)
AUDIENCE: Grades 6-8 Math Teachers, Math Directors, and Math Coaches
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content



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.



2026-2027 ELA Collegial Circles

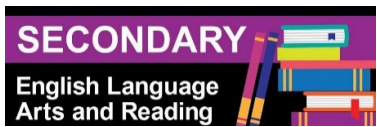
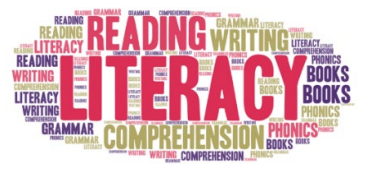
You must register separately for each series.

Engage in meaningful conversations, exchange ideas, and leave with practical tools you can use right away—all while collaborating with Long Island colleagues in this interactive collegial circle experience at Eastern Suffolk BOCES.

Each session will be interactive and will include:

- NYSED Updates • Professional Learning • Sharing Resources/Networking • CTLE=2.5 hrs./per session

Subscriber Cost: \$199 per content area series; Non-Subscriber Cost: \$249 per content area series

 <p>Audience: ELA Chairpersons, Directors, MS & HS Principals, APs, Instructional Coaches, Lead Teachers</p> <p>REGISTER ELA Grades 6-12</p>	<p>English Language Arts Grades 6-12 Facilitator: Victor Jaccarino</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Using the Literacy Briefs • Applying The Portrait of a Graduate • Reading and writing connections • Vocabulary development • Effective instructional protocols • Using complex texts with diverse learners • Student collaboration strategies 	<p>Includes four (4) sessions: 8:30 AM to 11:00 AM</p> <ul style="list-style-type: none"> - October 14 - December 1 - February 4 - April 15 <p><i>*When available, participants will receive "The Science of Reading for Grades 4-12; Every Subject, Every Day!" By Katie McKnight</i></p> <p>ELA Elem. – separate registration, see above Lunch on your own from 11:00 AM – 12:00 PM</p>
 <p>Audience: ELA Chairpersons, Directors, Elementary Principals, APs, Instructional Coaches, Lead Teachers</p> <p>REGISTER ELA Grades K-5</p>	<p>English Language Arts Grades K-5 Facilitator: Christopher Michael, Ed.D.</p> <p>Topics may include:</p> <ul style="list-style-type: none"> • Literacy strategies for ELL and Special Education learners • Assessment to drive literacy instruction • Strategic text selection • Literacy integration across content areas • Phonics and word knowledge development 	<p>Includes four(4) sessions: 12:00 PM to 2:30 PM</p> <ul style="list-style-type: none"> - October 14 - December 1 - February 4 - April 15 <p>ELA Secondary—separate registration, see below Lunch on your own from 11:00 AM – 12:00 PM</p>

Facilitators will share out the agenda prior to each session.

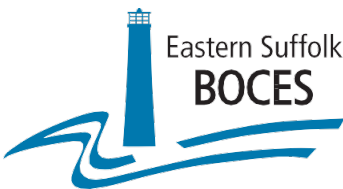
***In-Person Location: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville**



Christopher Michael, Ed.D. has over 37 years of experience as a teacher, reading specialist, and administrator, with an expertise in literacy development. He partners with educators across Long Island to strengthen early literacy instruction, accelerate student growth, and foster a lifelong love of literacy.

Victor Jaccarino is a New York State–recognized expert in standards-based curriculum and literacy, presenting widely on best practices in ELA and content-area instruction. A retired English Chair and statewide leader, he has led curriculum development and standards initiatives with NYSED and districts across New York.





Department of Educational Support Services · Professional Development Program

MTSS Implementation in Practice: Designing, Implementing, and Strengthening Systems of Support

Presented by Rodrigo Campos, Psy. D. and Dr. Steve Rappleyea

A Four-Part Professional Learning Series for District & School Leadership Teams: Build a stronger, more aligned Multi-Tiered System of Supports (MTSS) framework across your district and schools through this highly practical four-session leadership series designed to move implementation from theory to action.

◆ Day 1 • October 29, 2026

Establishing a Strong MTSS Foundation Focus

Clarity, alignment, and shared understanding. Develop a clear understanding of MTSS as a system, not a set of isolated initiatives. Participants will:

- Examine the roles of district and school teams in supporting implementation
- Identify essential components of an effective MTSS framework
- Assess current practices to determine strengths and areas for growth
- Begin to align MTSS with existing district priorities and initiatives

◆ Day 2 • November 23, 2026

Strengthening Tier 1 for Maximum Impact Focus

- Prevention, core instruction, and universal supports. Participants will:
- Analyze the effectiveness of Tier 1 instruction and its impact on student outcomes
- Identify ways to strengthen core practices to meet the needs of all learners
- Explore the relationship between Tier 1 effectiveness and intervention demand
- Utilize fidelity measures to guide instruction and intervention
- Examine strategies to reduce over-reliance on Tier 2 and Tier 3 supports
- Begin identifying adjustments to improve universal systems within their schools

◆ Day 3 • January 12, 2027

Designing Effective Tier 2 and Tier 3 Intervention Systems Focus

Targeted support and resource alignment. Participants will:

- Examine Tier 2 and Tier 3 systems in place to support students
- Design intervention systems that are responsive, structured, and sustainable
- Align resources, staffing, and scheduling to support intervention delivery
- Explore progress monitoring practices to evaluate intervention effectiveness
- Identify ways to ensure interventions are implemented with fidelity

◆ Day 4 • February 11, 2027

Using Data to Drive Decisions and Sustain MTSS Focus

Data, data-based decision-making, and long-term sustainability. Participants will:

- Develop timelines and guidance to support evaluation
- Use multiple sources of data to guide instructional and intervention decisions
- Strengthen problem-solving team processes for greater effectiveness
- Identify key indicators to monitor system-wide MTSS implementation
- Develop guidance to support consistency and sustainability across schools
- Establish actionable next steps to continue strengthening MTSS systems

TIME: 8:30 am to 2:30 pm (buffet lunch provided)

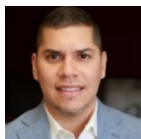
COST: **Team of 3:** \$3,999 for subscribers / \$4,499 for non-subscribers-Additional team members are welcome at a fee of \$1,399/\$1,559 (price includes all four days)

AUDIENCE: **School-based MTSS team(s)** lead efforts to promote Tier 1 (schoolwide) instruction and interventions and data-based decision-making. **MTSS team(s)** also support Tier 2/3 interventions using data-based decision-making. **District leaders** including personnel supporting the use of district-wide data for policy and procedural decisions, **leaders in curriculum and instruction, and leaders in behavioral and social-emotional supports**

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

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

CTLE: Content/Pedagogy



Rodrigo Campos, Psy. D. is a New York State Licensed Psychologist and Certified School Psychologist who supports school districts across New York through the MTSS-I Center in partnership with NYSED. He previously served the New York City Department of Education for 15 years as a Behavior Specialist and School Psychologist.



Steve Rappleyea, Psy. D. is an educational consultant and statewide MTSS-I coach with the New York State MTSS-I Center at the University at Albany. With more than 36 years of experience, he supports school districts in developing effective, student-centered systems and practices.