

Department of Educational Support Services · Professional Development Program

NY Inspires | POG: Building Career Pathways for Every Student: Implementing Work-Based Learning and Advisory Boards Aligned with the NYS Portrait of a Graduate

Presented by Bridget Lopiccio, Career Mindset, Inc.

New York State is placing increasing emphasis on **career exploration, workforce readiness, and authentic learning experiences for students**. Many districts want to expand these opportunities but are unsure how to:

- Build meaningful partnerships with local businesses and industry
- Establish an advisory board that supports career exploration initiatives
- Connect classroom curriculum to real-world careers
- Develop sustainable Work-Based Learning opportunities for students

This four-session series provides a **practical roadmap for building a district Work-Based Learning ecosystem** aligned with the expectations of the **New York State Portrait of a Graduate**.

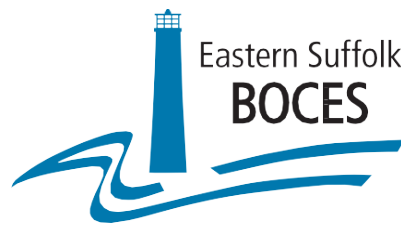
Session 1 – October 14, 2026 Advisory Boards: The Foundation for Career Exploration	Learn how advisory boards serve as the organizational structure that supports career exploration, industry partnerships, and Work-Based Learning initiatives within a district. Understand the purpose of an advisory board, who should serve on it, and how it can guide the development of meaningful career exploration programs aligned with New York State expectations.
Session 2 – December 9, 2026 Launching Your First Advisory Board Partnership Event	Learn how to design and facilitate your first advisory board partnership event! Explore strategies for bringing together educators, local businesses, and community partners to build relationships that support student career exploration and future workforce opportunities.
Session 3 – January 6, 2027 Building a Community Career Network Connected to Curriculum	Learn how to create and organize a network of local professionals who can support classroom learning through career talks, mentorship opportunities, and industry insights. Explore strategies for connecting curriculum topics to real-world careers and building an accessible directory of professionals who can partner with schools.
Session 4 – February 10, 2027 Work-Based Learning 101: Building Real-World Student Experiences	Explore strategies for developing Work-Based Learning experiences tailored to students' needs and district goals. Participants will begin outlining the components of a Work-Based Learning handbook and examine the steps needed to establish or strengthen a registered program that supports career readiness.

✦ Aligned to NYS Portrait of a Graduate Attribute(s): Academically Prepared, Creative Innovator, Critical Thinker, Effective Communicator, Reflective Future Focused

TIME: 8:30 AM to 11:30 AM (each session)
COST: \$299 for subscribers / \$349 for non-subscribers (Price Includes all 4 Sessions)
AUDIENCE: Educators who are charged with following recommendations by NYS to increase efforts for career exploration, district leaders supporting Portrait of a Graduate
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Content



Bridget Lopiccio brings over 30 years of combined experience in education and in business. As a licensed Business Educator, Special Education teacher, and Work-Based Learning Coordinator, Bridget has dedicated her career to guiding students toward meaningful post-secondary paths. Working for East Islip School District for 24 years, she served as Coordinator of the district's advisory board, Coordinator of WBL Program, and CDOS teacher. She crafted and organized career experiences for thousands of students. Bridget's passion is to help students transition from school to work. Her professional background includes serving as a Legislative Aid for the Town of Islip, where she gained valuable insights into government and community engagement. Her workshops are designed to equip educators with the tools and knowledge needed to navigate graduation requirements and integrate career experiences that prepare students for success in the 21st century and beyond.



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

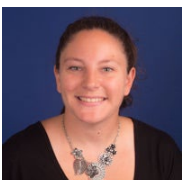
◆ **May 12 - Session 4 - Building a Culture of Mathematical Discourse and Reasoning**

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

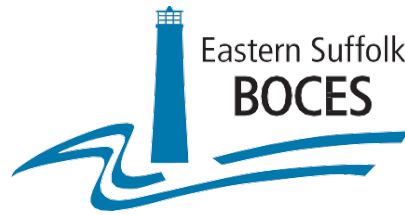
Purpose: Strengthen classroom talk and reasoning across grade levels.

- 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

Academic Intervention Services Collegial Circle

Presented by Dr. Maureen Martin



Session 1 | October 15- The Portrait of a Graduate and Systems of Screening & Identification for AIS

Participants will analyze the essential components of effective academic screening. This session focuses on the strategic use of universal screeners with multiple measures reviewed to ensure accurate student determination.

- **Systems Thinking:** Developing a robust AIS identification process.
- **Implementation Science:** Best practices for administering and reviewing universal screeners.
- **Strategic Alignment:** Connecting AIS outcomes to the **Portrait of a Graduate** framework.

Session 2 | November 19- Targeted Support: Identifying & Intensifying Interventions for Academic Intervention Services

Moving beyond "one-size-fits-all" support, this session equips leaders to match specific student needs with high-impact instructional responses.

- **Diagnostic Action:** Learning when to apply specific approaches based on identified learning barriers.
- **Dynamic Response:** Understanding how to "titrate" or adjust intervention intensity based on student response.

Session 3 | January 7- Optimizing Impact: Instructional Routines & Collaboration with a focus on the Science of Reading and Learning

This session is focused on maximizing the knowledge of science of reading and learning with high-leverage routines.

- **Elevating Practice:** Implementing evidence-based routines in Math and Literacy to accelerate academic growth.
- **Small Group Excellence:** Identifying goals and structures for optimal small-group learning environments.
- **The Collaborative Model:** Defining the roles of AIS providers in and out of the classroom to ensure seamless partnership with general education.

Session 4 | February 25- Small Group Instructional Practices for student success

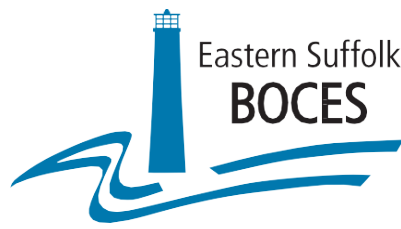
This high-energy session focuses on the transition reading and writing through intensive small-group design and the applicability to the classroom.

- Utilizing manipulatives, differentiation, and Specially Designed Instruction (SDI).
- **Strategic Design:** Creating subject-matter experiences that follow the **Gradual Release of Responsibility** model.
- **The Toolkit:** Introduction and application of the *Essential Skills Toolkit*.

TIME:	12:30 pm to 3:00 pm
COST:	\$299 for subscribers / \$349 for non-subscribers (PER PERSON/INCLUDES ALL FOUR SESSIONS)
AUDIENCE:	District & Building Administrators, Instructional Coaches, and AIS Providers
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esbores.org
CTLE:	Content



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 Development. Dr. Maureen Martin is a regional presenter and educational consultant with an extensive background in special and general education 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

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

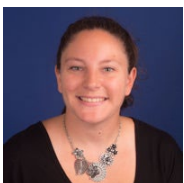
- ◆ **October 16 - Session 1- Reframing Numeracy: Debunking Myths and Centering Sense-Making**
Primary Briefs: #1 (Foundations), #2 (Debunking Myths)
Purpose: Establish shared beliefs across teachers and leaders.
- Myths about who is “good at math” in the upper elementary years
 - Reframing fluency as 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

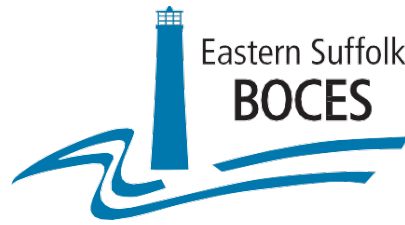
- ◆ **March 18 – Session 3 - Using Student Work to Drive Instructional Decisions** Primary Briefs: #4 (Progressions), #5 (Formative Assessment)
Purpose: Build teachers’ capacity to interpret student thinking.
- Progressions in multiplication, division, and fractions
 - Using student work to identify 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

The Foundation of the IEP: Writing Strength-Based Present Levels Using Student Data

Presented by Samantha Scaturro, EdM, MA

This workshop provides special education providers with practical tools to write strong, data-informed Present Levels of Performance (PLPs) by intentionally using student data. Participants will learn how to distinguish different types of data; synthesize multiple sources of academic, behavioral, physical, and functional information and write clear, defensible PLPs that accurately reflect student performance. This session will also emphasize the importance of threading student voice, student strengths, and post-secondary goals (when applicable) throughout the IEP.

Educators are encouraged to bring at least 1 of their students' IEPs and data (redacted) to support their learning in this workshop.

Through practice and authentic learning applications, participants will be able to:

- Identify the essential components of strong PLPs
- Distinguish between progress monitoring data, classroom data, reports, and anecdotal information
- Use multiple data sources to write strength based PLPs
- Integrate student strengths and student voice throughout the IEP at every grade level
- Align PLPs to annual and post-secondary goals
- Revise weak PLPs into clear, instructional narratives.

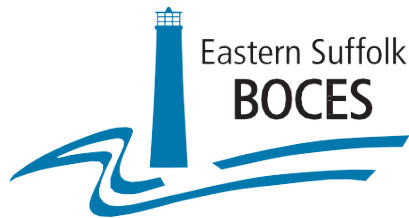
DATE:	Tuesday, October 20, 2026
TIME:	8:30 am to 2:30 pm (lunch included)
COST:	\$125 per person for subscribers / \$175 per person for non-subscribers
AUDIENCE:	K-12 Special Education Teachers, Related Service Providers (School Psychologists, Speech-Language Pathologists, Occupational Therapists, Physical Therapists, Social Workers), CSE Chairpeople
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Samantha Scaturro is an educational consultant and the founder of IEP Ally, a professional learning partner that supports school districts in strengthening the quality and clarity of Individualized Education Programs (IEPs). She brings more than a decade of experience working in public school systems supporting students ages 3–21 across a wide range of special education settings. Samantha holds two master's degrees from Teachers College, Columbia University in Educational Psychology and Applied Developmental & Learning Psychology, along with advanced training in educational leadership from Stony Brook University.

Through her consulting work, Samantha provides interactive professional development programs that move beyond a traditional lecture format and empowers school teams to confidently utilize data to make sound instructional decisions. Her work specifically centers on equipping educators with the tools needed to translate data into IEPs that clearly capture the individuality of each student.

When she's not supporting school teams, Samantha volunteers as the Director of Vacation Bible School for Eastport Bible Church, where she enjoys organizing schedules, spreadsheets, and activities to keep everything running smoothly. She also keeps up with the lively household she shares with her husband, two children, dog, rabbit, and twelve very opinionated chickens.



Department of Educational Support Services · Professional Development Program

The AI Empowered Educator: Universal Strategies for Gemini (Including Google Classroom & Notebook LM)

Presented by Richard A. Faber

Welcome to **The AI-Empowered Educator**, a professional development experience designed not to add to your plate, but to help you clear it. In the rapidly evolving landscape of education technology, Artificial Intelligence (AI) has emerged not as a replacement for teachers, but as a powerful co-pilot. This course cuts through the hype and focuses entirely on **practicality**. We are moving beyond "chatting with a bot" to integrating deep, functional AI strategies directly into the Google ecosystem you already use every day. **Whether you are a Kindergarten teacher looking for visual aids, a High School History teacher needing to summarize complex texts, or a PE teacher designing injury-modification plans, this course is built for you.**

Topic includes:

- Foundations & The "Perfect" Prompt
- Gemini in Google Workspace (Docs & Slides)
- The "Gemini Tab" in Google Classroom
- Introduction to NotebookLM (Grounding the AI)
- Multimodal Learning (Audio & Video Overviews)
- Creating "Gems" (Custom AI Personas)
- Assessment & The Feedback Loop
- Ethics, Hallucinations & The Showcase
- Advanced Data Slicing: The "Nano Banana" Feature



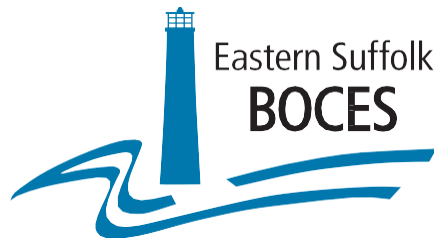
By the end of this course, all participants will be able to:

- 1.Reduce Admin Workload: Use Gemini to automate emails, newsletters, and administrative paperwork.
- 2.Instantly differentiate a single UDL lesson resource into 3-4 reading levels/formats using Gemini.
- 3.Create a "Classroom Brain" that grounds AI in *only* trusted curriculum documents.
- 4.Create Custom AI Assistants: Build simple "Gems" (custom chatbots) for students to use as tutors or brainstorming partners.

DATES:	October 20; October 27; and November 5, 2026
TIME:	1:00 pm – 2:30 pm
COST:	\$175 for subscribers / \$225 for non-subscribers (per person, includes all 3 sessions)
AUDIENCE:	Grades K-12 All Educators and Support Staff; Administrators
LOCATION:	LIVE ONLINE via ZOOM (<i>Invite will be sent the afternoon prior</i>)
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Richard A. Faber is a dynamic Professional Learning Specialist and veteran educator with over 30 years of experience dedicated to driving instructional excellence and cultivating positive school climates in K-12 education. Richard has designed and delivered impactful, large-scale professional development programs for educators, focusing on secondary (9-12) instructional strategies, blended learning methodologies, and effective EdTech integration. Rich is certified in Google for Education: Certified Educator Level 1 and Level 2. He is also a Gemini Certified Educator. His commitment to a holistic educational environment is underscored by his subject matter expertise in Science-Based Health and Wellness Instruction and his extensive work in Social-Emotional Learning (SEL) and Character Education. Richard held key compliance and leadership roles as District DASA Coordinator. He taught Peer Leadership and wellness classes, personally training students in Conflict Resolution and Peer Mediation to enhance school climate.



Department of Educational Support Services · Professional Development Program

NYS STEPS Framework Discussion and Next Steps for District Leaders

Facilitated by Dr. Peggie Staib

Because STEPS plans are locally designed and collectively bargained, this session focuses on helping leaders understand the framework, requirements, and planning considerations that will guide district development of a STEPS plan.

Join us for an informative and collaborative session designed to support district leaders in understanding and implementing the New York State STEPS framework.

During this workshop, participants will:

1. **Explore the STEPS Framework** – Gain an overview of the State’s vision for evaluation and personalized professional learning.
2. **Examine Key Differences Between Education Law 3012-d and 3012-e** – Identify strengths and opportunities within your current systems to inform next steps.
3. **Review a Sample NYS STEPS Plan** – Discuss current district processes and implementation status.
4. **Navigate the Business Portal Submission Process** – Explore and review the required submission form.

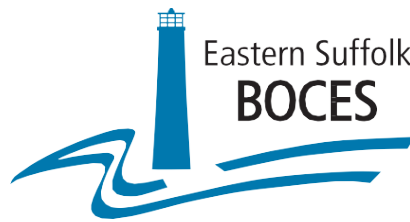
By the end of the session, leaders will have a clearer understanding of the NYS STEPS framework, how it differs from APPR, and what must be submitted to the State for plan approval. Participants will also have opportunities to share district progress, exchange ideas, and collaborate on strategies for meeting the plan’s expectations.

We look forward to engaging in thoughtful discussion and supporting your district’s successful transition to STEPS.

DATE:	Wednesday, October 21, 2026
TIME:	8:30 am – 11:00 am
COST:	\$75 for subscribers / \$99 for non-subscribers (per person)
AUDIENCE:	K-12 School Building and Central Office Leaders, <i>Union Representatives Teams are highly encouraged!</i>
LOCATION:	LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Dr. Peggie Staib brings 28 years of experience as a building and district administrator, regional associate superintendent, and educator. Her dynamic leadership and practical insights have supported over 50 districts in building evaluation systems that empower educators, enhance instructional practice, and elevate student outcomes.



Department of Educational Support Services · Professional Development Program

Dignity Act Coordinator Refresher & Collegial Circle Series

Facilitated by **Gina Faust**



This four-session virtual series is designed for experienced **Dignity for ALL Students Act (DASA) Coordinators** and school professionals seeking to strengthen their practice, sharpen their judgment, and learn alongside colleagues facing similar challenges.

The series begins with a focused **refresher session** to ground participants in current expectations and best practices, followed by three **Collegial Circle sessions** that emphasize discussion, shared problem-solving, and application to real-world scenarios.

Session 1: DASA Refresher and Practice Update

This interactive refresher provides a focused review of key aspects of Dignity Act implementation, including:

- Core responsibilities and compliance considerations for DASA Coordinators
- Receiving, documenting, and responding to incident reports with consistency and confidence
- Common pitfalls, gray areas, and misconceptions surrounding reporting and investigations
- Adaptive communication skills for engaging students, staff, and families during sensitive situations

Participants will leave this session grounded in current expectations and prepared to engage meaningfully in the collegial learning that follows.

Sessions 2–4: DASA Coordinator Collegial Circles

The remaining three sessions function as facilitated collegial circles designed to deepen learning through:

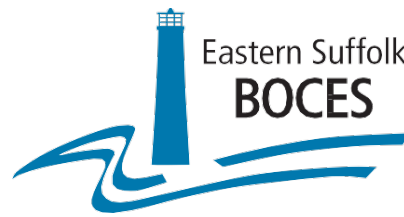
- Analysis of authentic scenarios and participant-generated cases
- Peer discussion around complex situations and decision-making
- Strategies for managing challenging conversations and conflicting perspectives
- Tools to strengthen professional judgment, consistency, and confidence in the coordinator role

These sessions create a trusted space for reflection, collaboration, and shared learning, allowing participants to refine their practice while building a supportive professional network.

DATES: October 21, 2026 • December 8, 2026 • February 3, 2027 • May 4, 2027
TIME: 12:30 pm to 2:30 pm
COST: \$225 for subscribers / \$275 for non-subscribers (per person)
AUDIENCE: DASA Coordinators
LOCATION: LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)
REGISTER: <http://webreg.esboces.org>
CTLE: Content/Pedagogy



Gina Faust has demonstrated unwavering commitment to teaching and learning as a teacher, instructional coach, building principal and educational leader in Long Island, New York for over 30 years. Gina collaborates with educators throughout New York State to provide meaningful, high level professional learning experiences for leaders and teachers to support myriad disciplines and grade levels. Her knowledge of curriculum and instruction is extensive. Gina has led professional learning workshops for educators on the local, state, and national level, focused on innovative instructional models for student engagement in the areas of Culturally Responsive-Sustaining Education, literacy, social-emotional learning, leadership and supervision, and key strategies for effective professional development. Gina also serves as a trained DASA Coordinator Trainer in alignment with NYSED guidance.



Department of Educational Support Services · Professional Development Program

NYI-POG: From Research to Results: Building Powerful Writing Units for K-6 Classrooms (3-Day Immersive Workshop)

Presented by Lauren Kolbeck Szulc and Deborah Linscott-Feinstein

Dive into the science of writing in this immersive three-day workshop designed for K–6 educators. Participants will learn research-based strategies for planning and teaching writing units that engage students and build the essential competencies highlighted in the New York State Portrait of a Graduate.

Grounded in the science of writing, this workshop blends theory with hands-on practice as educators:

- Explore how to design effective, engaging writing units aligned with current literacy research, Joan Sedita's Writing Rope, and the evidence-based practices of The Writing Revolution
- Examine how cognitive and linguistic skills develop over time, including the roles of working memory, background knowledge, syntax, and vocabulary
- Learn the essential components of narrative, informational, and opinion writing using scientifically grounded methods
- Receive tools for using formative assessments to guide instruction and strengthen student independence
- Practice scaffolding techniques that support all learners, including multilingual students and those with diverse needs

By the end of the workshop, participants will leave with a fully developed writing unit and a clear understanding of how to empower students as thoughtful, capable, and confident writers.

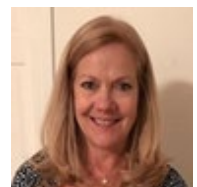
✨ **Aligned to NYS Portrait of a Graduate Attribute(s): Academically Prepared, Critical Thinker, Effective Communicator, Reflective Future Focused.**

DATES:	October 22, November 19, and December 17, 2026
TIME:	8:30 am to 2:30 pm (buffet lunch provided)
COST:	\$549 for subscribers / \$599 per for non-subscribers (per person/includes 3 days)
AUDIENCE:	K-6 Classroom Teachers, Instructional Coaches, AIS Support Staff, ELL Teachers, and Administrators
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esbores.org
CTLE:	Pedagogy



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

Deborah Linscott-Feinstein has been an elementary teacher, literacy specialist and coach on Long Island for over 20 years. She has created elementary and college level curricula to foster best practices in reading, writing and assessment. Her exuberance in presenting workshops sparks participatory audiences and practical outcomes. Deborah has authored nonfiction and personal narrative writing units, and a mentor author study for Schoolwide, Inc. As a liaison to Teachers College for over 25 years, she helped pioneer school district practices and build capacity. Her credentials include graduate degrees in literacy and school building administration. She works as a literacy consultant in New York and Connecticut.





After
School

Department of Educational Support Services · Professional Development Program

Becoming the Atypical Assistant Principal

Presented by Marc Isseks, PhD

You don't have to sit in the big chair to have a big impact. This is a 4-part collegial conversation for assistant principals who are ready to: Move beyond compliance-driven leadership; Stop managing systems and start cultivating people; Use instruction, not authority, as their greatest lever; Lead with empathy, clarity, courage, and strategic intent in the Age of AI.

Session 1 | October 22- FROM IMPOSTER TO IMPACT: Owning the role without becoming a traditional version of the role

In this session, participants will:

- Confront the realities of imposter syndrome, early leadership missteps, and the myth of having it all together
- Identify leadership norms that form through experience
- Challenge the time fallacy that keeps leaders stuck in survival mode
- Examine how the traditional AP role rewards reaction and visibility over impact
- Begin redesigning how they lead with intention instead of habit

Participants leave with permission to show up authentically, lead courageously, and stop confusing survival with effectiveness.

Session 2 | December 10- CHOOSING THE HILL: Why culture, behavior, and trust all begin with one thing

In this session, participants will:

- Examine why instruction is the cornerstone of great leadership
- Explore the false dichotomies that derail improvement
- Debunk the myth of mastery and tenure
- Reframe the observation process as growth over gotcha

Participants leave with clarity about why instruction is the hill worth dying on, and how to lead improvement without policing teachers or stifling their individual creativity.

Session 3 | February 4- SMART LEADERSHIP IN THE AGE OF AI: Technology doesn't replace leaders, but it exposes ineffective ones

In this session, participants will:

- Redefine what it means to be "smart" in the Age of AI
- Explore how atypical leaders leverage technology to solve problems, amplify reach, and reclaim time for meaningful leadership work
- Distinguish between holding space and carving out space
- Examine how our current era is an inflection point for schools

Participants will leave with a renewed understanding of technology's role as a tool for human-centered leadership.

Session 4 | April 8- INFLUENCE WITHOUT AUTHORITY: Trust, barter, and the long game of leadership

In this session, participants will:

- Learn to lose battles to win wars by prioritizing long-term trust over short-term wins
- Manage the reality that APs need things from everyone and everyone needs something from them
- Explore leadership as barter, not mandate—reframe union relationships
- Examine the danger of power consolidation and the courage required to give power away
- Distinguish between being respected and being inspiring

Participants will leave with a blueprint for influence that doesn't rely on titles, fear, or leverage, but on credibility, consistency, and care.

TIME:	3:15 pm to 4:30 pm
COST:	\$175 for subscribers / \$225 for non-subscribers (INCLUDES ALL FOUR SESSIONS)
AUDIENCE:	Assistant Principals, Aspiring Administrators, Building Leaders in grades 6-12
LOCATION:	Live Online via Zoom <i>(Invite will be sent the afternoon prior)</i>
REGISTER:	http://webreg.esboces.org
CTLE:	Content



A third-generation educator, **Dr. Marc Isseks** has more than 30 years of experience in teaching and instructional leadership. Known for his inspirational, high-energy approach, Marc supports educators across the country to rethink engagement, maximize relevance, and leverage technology in a highly distracted world. He co-hosts *State of Ed Podcast* and is the author of *Forward Fast and Captivate*.



Department of Educational Support Services · Professional Development Program

Earth and Space Sciences Investigations *Reloaded: Fixes, Refreshers, and Strategies* Presented by Brian Vorwald

Are you and your students still working through the challenges of the required NYSED Earth and Space Science investigations? This workshop offers a practical refresher on the three mandated ESS investigations while focusing on strategies that make implementation more effective and student-centered.

During the first—and often second—year of implementation, many teachers faced challenges with classroom management, three-dimensional learning, student agency (student centered learning), and building students' independent investigation and problem-solving skills. **This workshop will explore strategies to increase student ownership, strengthen student-centered learning, and develop prompts that support students in designing, testing, and refining solutions.**

The investigations assess performance expectations that cannot be evaluated for proficiency on the Regents exam alone. Through completion of the three investigations, students are expected to apply a range of scientific and engineering practices, including using mathematical and computational representations to explain phenomena, planning and conducting investigations, analyzing scientific data, predicting the effects of changes in variables, communicating scientific ideas in multiple formats, using models to explain phenomena, identifying patterns across different scales, and explaining cause-and-effect relationships.

Gaps in students' prior knowledge and skill development that support these high school expectations have created additional challenges for student success. This workshop will provide student activities designed to build and strengthen the skills students need before conducting the required investigations.

Participants will have an opportunity to collaborate, so bring your questions and challenges. Teachers will be encouraged to share tips and management modifications that were successful with their students.

Included will be:

- Hands-on opportunity to work on some components of the investigations.
- Review the student activities provided with assessments to build necessary skills before the investigation.
- Three-dimensional activities that support each investigation.
- Discuss methods to accommodate the diverse capacities of your students.
- Highlight the three-dimensional aspects embedded in the investigations.
- The shift to student-centered learning with less teacher-directed management.

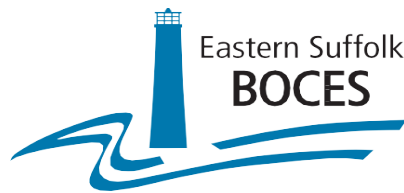
*****Participants must bring paper copies of each ESS Investigation's documents. These cannot be provided.**

****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:	Friday, October 23, 2026
TIME:	8:30 am - 2:30 pm (lunch included)
COST:	\$199 per person for subscribers / \$249 per person for non-subscribers
AUDIENCE:	Regents Earth and Space Sciences Teachers and Science Chairs, Directors
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Brian Vorwald taught Earth Science for 35 years in Sayville Public Schools, was Science Department Chairperson for grades 6-12, and was an Adjunct Associate Professor of Earth and Space Sciences at Suffolk County Community College for more than 30 years. Brian has delivered numerous workshops at the local and state level, and as a consultant has worked on elementary curricula aligned with the NYSSLS, has delivered numerous workshops for teachers that have provided training in the NYSSLS, and has assisted in helping to develop strategies for aligning middle school and elementary curricula with the NYSSLS.



Department of Educational Support Services · Professional Development Program

The Managed Classroom: Routines, Relationships, and Responses That Reduce Disruption

Presented by **Daniel McGee**

Great classroom management is not about having more rules. It is about creating a classroom where students know what to do, feel connected, and are ready to learn.

This engaging workshop gives educators practical, ready-to-use strategies to build strong routines, reduce disruptions, strengthen relationships, and keep learning moving. Participants will explore simple, effective ways to set clear expectations, improve transitions, respond to challenging behaviors, and create a classroom culture where students feel supported, accountable, and successful. Through hands-on activities, real classroom examples, and collaborative conversations, educators will leave with fresh ideas, useful tools, and a practical action plan they can use right away to reset routines, re-engage students, and create a calmer, more focused learning environment.

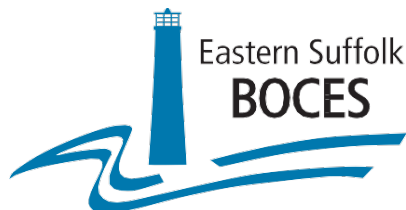
Participants will:

1. Build routines and expectations that help the classroom run smoothly.
2. Use relationship-centered strategies that increase cooperation and student engagement.
3. Support diverse learners with practical and equitable classroom management tools.
4. Respond to challenging behavior with consistency, confidence, and care.
5. Leave with an action plan to reduce disruption and protect valuable learning time.

DATE: Friday, October 23, 2026
TIME: 8:30 am – 2:30 pm (buffet lunch provided)
AUDIENCE: Educators/Teachers, Support Staff and Aides
COST: \$325 for subscribers / \$375 for non-subscribers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER: <http://webreg.esbores.org>
CTLE: Pedagogy



Daniel McGee, an esteemed educational thought leader, specializes in fostering equitable opportunities for student success. With a wealth of experience in K-12 education and state social services, Daniel focuses on restorative practices and trauma-informed school environments. As a former Behavior Intervention Specialist in a major midwestern school district, Daniel designed and implemented tailored behavior frameworks, ensuring adherence to procedures and accountability. Currently serving as a District Lead Behavior Specialist, he collaborates with schools to integrate a Multi-Tiered System of Support (MTSS) into their discipline practices. In his role as an Equitable Discipline Consultant, Daniel empowers educators, administrators, parents, and students, aiming for positive change and an equitable learning environment. A dynamic presenter and staff developer, he draws on diverse experiences to bring a unique perspective to education. Dedicated to creating positive change nationwide, Daniel stands as a catalyst for progress in education.



Department of Educational Support Services · Professional Development Program

Exploring the NYSSLS Chemistry Investigations

Session 1: The Fast and the Furious – Evaporation and Intermolecular Forces

Presented by **Kathleen Dinota**



Session 1 will provide participants with an in-depth opportunity to explore the three required Chemistry Investigations developed to align with the New York State Science Learning Standards (NYSSLS). These performance tasks offer authentic, hands-on scientific and engineering experiences that allow students to demonstrate their understanding chemistry concepts and scientific practices in a real-world context.

Chemistry teachers and science administrators will deepen their understanding of the NYSSLS and the expectations for three-dimensional student learning. Participants will learn how these investigations are designed to prepare students for the type of scientific reasoning and application they will encounter on the Physical Setting: Chemistry Regents examination.

Workshop highlights include:

- A demonstration of how each investigation aligns with NYSSLS performance expectations and dimensions of learning
- Discussion on how the investigations function as assessments of student learning
- Hands-on experience with the Chemistry Investigations to model classroom implementation
- Collaboration time to develop strategies for successful integration into existing curricula

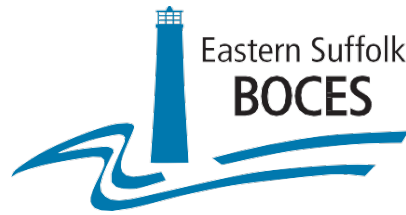
Please Note:

- ✓ Participants must bring paper copies of each Chemistry Investigation's documents. These will not be provided at the workshop.
- ✓ Participants should plan to attend both days (10/26/26 & 11/5/26) to have the opportunity to explore all three investigations, but each is a separate registration.
- ✓ Participants should bring a fully charged laptop, iPad, or tablet to download resources and access digital tools during the session.

DATE:	Monday, October 26, 2026... (Register Separately for Session 2 on November 5, 2026)
TIME:	8:30 am to 2:30 pm (lunch included)
COST:	\$199 for subscribers / \$249 for non-subscribers
AUDIENCE:	High School Chemistry Teachers
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Kathi Dinota retired after teaching middle and high school science for 31 years. During her career, she taught earth science, biology and chemistry as well as science research. Kathi also works in test development at NYSED as an Education Specialist for the PS Chemistry exam for the past 21 years. She is a former NYS Master Teacher and was the 2017 recipient of the Suffolk County STANYS High School Teacher of the Year as well as the district selection for the Senator Phil Boyle Teacher of Excellence Award. Kathi is currently the Engineering Education Project Director and Outreach Coordinator at Stony Brook University. In addition, she currently consults through BOCES working with teachers on unpacking the NYSSLS and implementing three-dimensional teaching and learning in their classrooms including as a facilitator for Science 21 professional learning.



Department of Educational Support Services · Professional Development Program

ADHD, Executive Function, and Behavioral Challenges in the Classroom

Presented by Dr. Bonni Cohen, PTS Coaching, LLC

This interactive professional development workshop equips educators and school-based professionals with practical, research-informed strategies to effectively support students with ADHD and Executive Function challenges. Participants develop a functional understanding of Executive Function skills and how they impact attention, motivation, organization, emotional regulation, behavior, and family dynamics across developmental stages - from early childhood through high school. The focus is on translating neuroscience into classroom practice, reducing power struggles, and strengthening collaboration between school and home.

Key Learning Outcomes

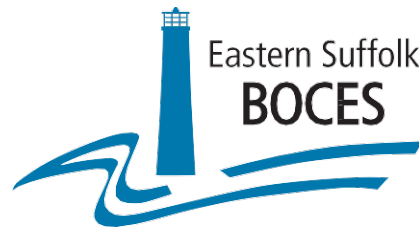
- Recognize how ADHD presents at different developmental stages and how Executive Function skills evolve over time
- Distinguish between behavior challenges and lagging skill deficits
- Identify what ADHD and Executive Function difficulties actually look like in the classroom
- Teach and reinforce Executive Function skills, including time management, planning, task initiation, organization, goal-setting, and homework management
- Implement practical classroom modifications that support working memory, motivation, stress management, and test performance
- Reduce power struggles and increase student engagement and intrinsic motivation
- Promote emotional regulation and resilience to improve both academic and social outcomes
- Strengthen communication and collaboration with families while reducing teacher burnout



DATE: Wednesday, October 28, 2026
TIME: 8:30 am to 2:30 pm (lunch included)
COST: \$175 per person for subscribers / \$225 per person for non-subscribers
AUDIENCE: All grades, General and Special Education Teachers, School Counselors, Psychologists, and Social Workers, Occupational Therapists and Speech-Language Pathologists, School Administrators and Instructional Coaches, Paraprofessionals and Classroom Aides
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
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.



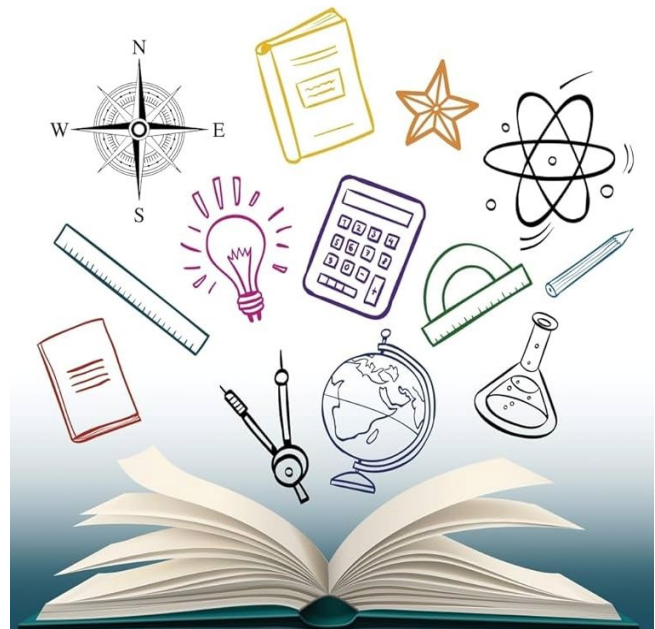
Department of Educational Support Services · Professional Development Program

Literacy Across Content Areas: Grades 6-12

Presented by **Amy Benjamin**

Strong literacy skills in both reading and writing are essential for all subject areas. This workshop will help teachers embed instruction that will make complex, subject-specific text more accessible, improve written responses to assessment questions, and build academic vocabulary.

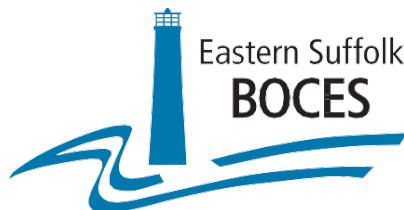
Teachers will come away with specific, classroom-ready resources and high-impact routines that promote deeper understanding for social studies, science, math, English language arts, and English language learners.



DATE: Wednesday, October 28, 2026
TIME: 8:30 am to 2:30 pm (**buffet lunch included**)
COST: \$225 for subscribers / \$275 for non-subscribers
AUDIENCE: Teachers Grades 6-12 All Subject Areas
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esboces.org>
CTLE: Pedagogy



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



Department of Educational Support Services · Professional Development Program

The Collaborative Classroom: Fostering Adult Relationships in Diverse Learning Environments

A Collegial Circle facilitated by Diane Ripple

After School Virtual Meetings: 3:30PM - 4:30PM

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

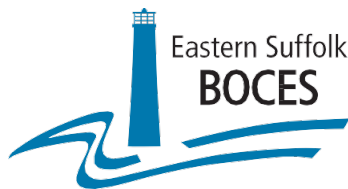
Topics for discussion include, but are not limited to:

- **October 28, 2026** – *Effective Communication Strategies*
- **December 3, 2026** – *Strengthening Roles and Responsibilities*
- **January 12, 2027** – *Planning Time Strategies for Efficiency*
- **March 3, 2027** – *Reflective Practice for Continuous Improvement*

COST:	\$175 per person for subscribers / \$225 per person for non-subscribers
AUDIENCE:	K-12 Co-Teaching Teams (General and Special Education Teachers), Special Education Classroom Teachers, Paraprofessionals, Teacher Aides and Special Education Chairpersons/Directors
LOCATION:	LIVE ONLINE via ZOOM (invite will be sent the afternoon prior)
REGISTER:	http://webreg.esboces.org
CTLE:	Content / Pedagogy



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



Department of Educational Support Services · Professional Development Program

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)

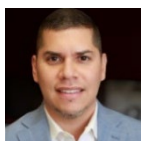
COST: **Team of 3:** \$3,999 for subscribers / \$4,499 for non-subscribers-Additional team members are welcome at a fee of \$1,399/\$1,559 (price includes all four days)

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>

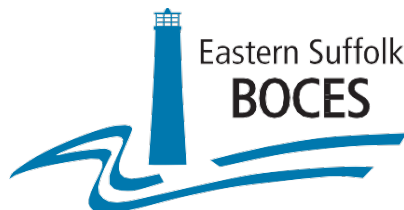
CTLE: Content/Pedagogy



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.



Department of Educational Support Services · Professional Development Program

Exploring the NYSSLS Chemistry Investigations

Session 2: Just a Drop-Properties of Acids & Bases *and* Band & Stretch-Structure & Function of Designed Materials

Presented by Kathleen Dinota



Session 2 will provide participants with an in-depth opportunity to explore the three required Chemistry Investigations developed to align with the New York State Science Learning Standards (NYSSLS). These performance tasks offer authentic, hands-on scientific and engineering experiences that allow students to demonstrate their understanding chemistry concepts and scientific practices in a real-world context.

Chemistry teachers and science administrators will deepen their understanding of the NYSSLS and the expectations for three-dimensional student learning. Participants will learn how these investigations are designed to prepare students for the type of scientific reasoning and application they will encounter on the Physical Setting: Chemistry Regents examination.

Workshop highlights include:

- A demonstration of how each investigation aligns with NYSSLS performance expectations and dimensions of learning
- Discussion on how the investigations function as assessments of student learning
- Hands-on experience with the Chemistry Investigations to model classroom implementation
- Collaboration time to develop strategies for successful integration into existing curricula

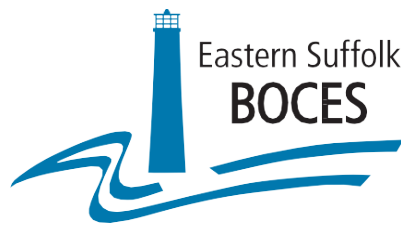
Please Note:

- ✓ Participants must bring paper copies of each Chemistry Investigation's documents. These will not be provided at the workshop.
- ✓ Participants should plan to attend both days (10/26/26 & 11/5/26) to have the opportunity to explore all three investigations, but each is a separate registration.
- ✓ Participants should bring a fully charged laptop, iPad, or tablet to download resources and access digital tools during the session.

DATE:	Thursday, November 5, 2025... (Registration is Separate from Session 1 on Oct. 26,2026)
TIME:	8:30 am to 2:30 pm (lunch included)
COST:	\$199 for subscribers / \$249 for non-subscribers
AUDIENCE:	High School Chemistry Teachers
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Kathi Dinota retired after teaching middle and high school science for 31 years. During her career, she taught earth science, biology and chemistry as well as science research. Kathi also works in test development at NYSED as an Education Specialist for the PS Chemistry exam for the past 21 years. She is a former NYS Master Teacher and was the 2017 recipient of the Suffolk County STANYS High School Teacher of the Year as well as the district selection for the Senator Phil Boyle Teacher of Excellence Award. Kathi is currently the Engineering Education Project Director and Outreach Coordinator at Stony Brook University. In addition, she currently consults through BOCES working with teachers on unpacking the NYSSLS and implementing three-dimensional teaching and learning in their classrooms including as a facilitator for Science 21 professional learning.



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)

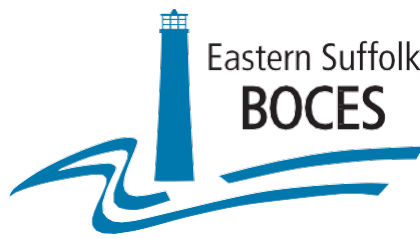
Purpose: Strengthen classroom talk and reasoning across grade levels.

- 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.



Department of Educational Support Services · Professional Development Program

Problem-Based Learning (PBL)

Presented by Sherry St. Clair

Problem-Based Learning (PBL) is an effective way of designing learning experiences where students explore relevant, real-world problems to develop practical life and career skills. Whether educators utilize a small one-day problem-based learning experience or a multi-day one, these rigorous and authentic experiences allow students to engage in opportunities to develop both collaborative learning and critical thinking skills. An integral part of PBL is small group learning where students collectively engage in research, participate in meaningful discourse around diverse perspectives, and apply collaboratively designed solutions. As a facilitator of the experience, the educator assists the learning process, fostering an environment where students develop leadership skills and actively take ownership of their own learning.

Learning Outcomes:

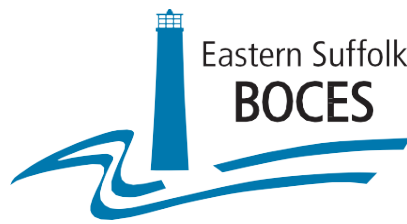
- 1) Participates will understand how to effectively design the various components of problem-based learning experiences to plan for one-day and multi-day experiences.
- 2) Participants will be able to analyze various learning experience in order to rate their rigor and engagement.
- 3) Participants will understand how problem-based learning helps students deepen their understanding of content while developing soft skills.



DATE:	Friday, November 6, 2026
TIME:	8:30 AM to 2:30 PM (lunch included)
AUDIENCE:	Teachers across the content areas grades 6-12; instructional coaches, department chairs/directors
COST:	\$349 per person for subscribers / \$399 per person for non-subscribers
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Sherry St. Clair is the founder of Reflective Learning LLC, an educational consulting agency based in Kentucky that partners with schools worldwide to provide customized training and coaching for administrators, instructional coaches, and educators. She holds a master's degree in Instructional Leadership and a Rank I certification in Instructional Supervision. With extensive experience as a teacher, administrator, state consultant, and international speaker, Sherry specializes in instructional leadership, effective classroom practices, data-driven instruction, classroom walkthroughs, and coaching systems that support student success. She has collaborated with organizations including the International Center for Leadership in Education, Houghton Mifflin Harcourt, AASA, and the Georgia Association of Educational Leaders. Sherry is also the author of *Coaching Redefined: A Guide to Leading Meaningful Instructional Growth* and *Intentional Instructional Moves* (2024), along with several professional learning guides and leadership resources.



Department of Educational Support Services · Professional Development Program

Master Scheduling Made Simple: A Step-by-Step Four-Part Series from Planning to Implementation

Presented by Jonathan Silkowitz, Ed.D.

This interactive four session virtual workshop series is designed for administrators, counselors, educators and anyone looking to learn how to create or support a master school schedule.

Across four sessions, participants will explore how to approach scheduling not just as a logistical task, but as a strategic process that impacts student achievement, equity, staffing, and school culture. Through guided discussion and targeted activities, participants examine effective scheduling practices, analyze common pitfalls, and focus on the most critical steps needed to build and refine an effective master schedule.

Participants will be able to:

- Analyze course request data to inform section and staffing decisions
- Apply conflict matrix planning to reduce student scheduling conflicts
- Align scheduling structures with instructional priorities such as intervention, teaming, and common planning time
- Collaborate with stakeholders to make staffing and program decisions
- Outline next steps for strengthening their master scheduling process

This professional learning experience supports both first-time schedulers and experienced leaders seeking a clearer and more strategic approach. Participants will gain foundational knowledge of key scheduling concepts and learn how to use data, collaboration, and planning structures to support teaching and learning. **Attendees leave with practical tools and next steps to begin or strengthen their master scheduling process and better align staffing, courses, and student needs with instructional priorities.**



DATES:	November 9, November 12, November 16 and November 19, 2026
TIME:	3:15 pm – 4:45 pm
COST:	\$199 for subscribers / \$249 for non-subscribers (per person, includes all 4 sessions)
AUDIENCE:	secondary school administrators, counselors, educators, department leaders, and staff responsible for master scheduling, and those looking to learn the process
LOCATION:	LIVE ONLINE via ZOOM (Invite will be sent the afternoon prior)
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Dr. Jonathan Silkowitz is a school leader with over 20 years of experience in district and charter school settings. As Assistant Principal at Hicksville Middle School, he oversees master scheduling, curriculum implementation, and professional development focused on instructional improvement and student engagement. He has designed districtwide professional learning on social-emotional learning, evaluation systems, post-pandemic instruction, and data-driven student support, while also building master schedules for schools of a variety of sizes. His doctoral research examined post-pandemic changes in instructional practices and engagement, and he was a featured presenter at the 2025 LEAD LI Conference. Dr. Silkowitz is committed to helping educators develop schoolwide systems, including master scheduling, that enhance student access and support high-quality instruction.



Department of Educational Support Services · Professional Development Program

Keys to Unlocking the Science of Reading (Grades 6-12)

Presented by Phyllis Cottner, National Presenter

Across the nation, educators are holding a master key they were not fully handed the blueprint for. Students are arriving in classrooms with unfinished decoding skills, fragile vocabulary foundations, and limited stamina for complex text—yet expectations have only intensified. **Secondary teachers are expected to teach analysis, argument, and synthesis while foundational gaps remain unresolved.** The challenge is not commitment. The challenge is coherence. This session offers the keys, strategies, and instructional ideas needed to unlock literacy barriers before they calcify into long-term opportunity gaps.

Together, we will:

- Unlock the key components of the Science of Reading and translate research into practical classroom strategies.
- Identify the instructional “sticking points” that quietly restrict student access to grade-level content.
- Explore strategies to strengthen decoding, morphology, vocabulary, and structured comprehension in ways that are systematic and sustainable.
- Examine how culturally affirming texts and identity-conscious practices amplify—not replace—explicit skill instruction.

Participants will leave with:

- Clear instructional keys to address reading gaps without lowering rigor.
- Practical strategies to support students who struggle with complex text across disciplines.
- Immediate ideas to integrate vocabulary, word study, and comprehension scaffolds into daily lessons.
- A focused action plan to unlock access, expand opportunity, and strengthen literacy for every learner.

Literacy is not a program to adopt. It is a system to refine. And when we refine it intentionally, emphatically, systematically—we remove barriers that have limited students for far too long.

DATE:	Friday, November 13, 2026
TIME:	8:30 am – 2:30 pm (lunch provided)
COST:	\$299 per person for subscribers / \$349 per person for non-subscribers
AUDIENCE:	Grades 6-12 educators, instructional coaches, building leaders, and support staff.
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Phyllis Cottner is an educator with over 25 years of experience. Within her career, Phyllis has served as a Special Education Teacher, Literacy Instructional Coach, Cultural Proficiency District Coach, and Multi-Tiered System of Support Lead Coach. During the recent years of her public-school service, she leads as a Curriculum and Instruction Lead for Equity, Diversity and Magnet Programming and National LETERS Trainer. Phyllis Cottner is an Equity Warrior and believes as an educator our primary responsibility is to meet the individual and collective needs of all students. She believes that school leaders are to provide the resources, professional development, and personal example to inspire teachers to do their personal best each and every day. Phyllis has long held a passion for presenting staff development that causes educators to think and wrestle with the inequities that are often present in the educational systems in which we live. She recognizes the importance of presenting research-based, practical strategies that will support teachers in transforming classrooms to true learning communities for ALL students.



Department of Educational Support Services · Professional Development Program

Reflect, Refine, Redesign: A Collaborative Workshop for NYSSLS Biology

Presented by Glen Cochrane

Are you one or two years into implementing your three-dimensional, NYSSLS-based Biology curriculum? Now is an ideal time to assess its effectiveness and alignment with student-centered, phenomenon-based, three-dimensional learning and to identify areas for improvement. Let's work together to enhance our teaching strategies to better support student success. This two-day workshop offers a collaborative workspace focused on curriculum, instruction, and assessment.

On day one, review your NYSSLS-based Biology curriculum and lessons. Bring samples of a unit and lessons for quick evaluation using screeners to ensure the activities meet NYSSLS standards. Also, share your ideas for areas to improve. This workspace will help you use AI to outline mini storylines centered on local, relevant anchor phenomena and to begin developing your lessons.

Day two will focus on your assessment system and strategies to help students develop skills needed to improve their responses to Biology Regents clusters. Bring samples of your assessments for evaluation with a screener. More storyline-based assessments featuring novel scenarios are needed to evaluate all three dimensions of your curriculum and to provide students with consistent opportunities to engage with them throughout the school year. Explore how AI can be a valuable tool in this process. AI tools are not exam generators, as each cluster requires refinement and relevant resources. The goal is to meet students where they are and support their growth throughout the year.

This is a two-day collaborative workshop with participants expected to attend both days.

Participants will:

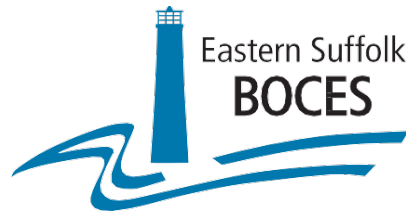
- Use a lesson screener to evaluate samples of their curriculum for alignment with the NYSSLS.
- Use AI tools to assist in designing a mini-storyline that enhances their current NYSSLS-based curriculum.
- Revise their assessment system and implement strategies to promote student learning and growth by leveraging AI to develop innovative, phenomena-based student tasks.
- Review pedagogical techniques teachers can employ to create a student-centered classroom.
- Adjust instructional materials to meet students' needs.
- Upload their work to a shared Google folder.

****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.

DATES:	Friday, November 13 <i>AND</i> Wednesday, December 2, 2026
TIME:	8:30 am to 2:30 pm (<i>buffet lunch included</i>)
COST:	\$399 for subscribers / \$449 for non-subscribers (<i>per person/price includes both days</i>)
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

Empowering English Language Learners by Implementing Effective Literacy Strategies

Presented by Pamela Solomon

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



In this session, participants will:

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

DATE: Monday, November 16, 2026
TIME: 8:30 am to 2:30 pm (buffet lunch will be provided)
COST: \$150 per person for subscribers / \$199 per person for non-subscribers
AUDIENCE: Grades K-4 ELL and General Education Teachers
LOCATION: Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER: <http://webreg.esbores.org>
CTLE: Pedagogy



Pamela Solomon 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

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

Presented by Eric Sheninger, Author and National Presenter

This dynamic workshop provides a structured framework, based on the PIEG model, to empower educators and leaders to build a culture of constant development. We will dive deep into each stage, starting with creating standards-based lessons with measurable goals, then transitioning to implementing high-engagement strategies. Participants will learn how to leverage insights from various assessment tools to critically evaluate lesson effectiveness and, finally, engage in reflection and professional learning to grow their practice. **By the end of this session, you will leave with a clear, actionable roadmap to drive meaningful and continuous improvement across your classroom or organization.**

Participants will be able to:

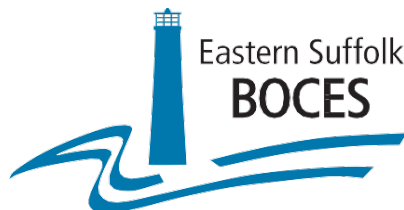
- construct standards-aligned lesson plans that incorporate measurable learning targets and scaffolded instructional sequences.
- demonstrate the ability to implement evidence-based strategies, such as active learning, retrieval practice, and differentiated instruction, to maximize student engagement and manage cognitive load.
- evaluate lesson effectiveness by analyzing **formative assessment data** (e.g., exit tickets, adaptive tool analytics) to identify specific gaps in student understanding

DATE:	Tuesday, November 17, 2026
TIME:	8:30 am – 2:30 pm (lunch provided)
COST:	\$449 per person for subscribers / \$499 per person for non-subscribers
AUDIENCE:	K-12 Teachers and Leaders
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Avenue, Holtsville
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Eric Sheninger works with schools throughout the world, helping educators meet and exceed their potential to improve outcomes for learners. He is the founder and CEO of Aspire Change EDU, a collaborative consultancy designed to provide personalized support to all educational systems. Prior to this, he was a teacher and the award-winning Principal at New Milford High School. Under his leadership, his school became a globally recognized model for innovative practices. Eric oversaw the successful implementation of several sustainable change initiatives that radically transformed the learning culture at his school while increasing achievement. His work focuses on innovative and practical ways educators can transform teaching, learning, and leadership. Through his work with thousands of schools, Eric has emerged as an innovative leader, best-selling author, and sought-after speaker. His main focus is on using research, evidence-based practices, and artificial intelligence (AI) to empower learners and educators.

to empower learners and educators.



Department of Educational Support Services · Professional Development Program

Nuts and Bolts of the NYSSLS for High School Physics

Presented by Richard Slesinski

This interactive workshop supports high school physics teachers in navigating the shift to the New York State Science Learning Standards (NYSSLS). Participants will unpack the 3-dimensional nature of the performance expectations, and be introduced to developing unit plans rooted in storyline design. Special emphasis will be placed on clarifying what's "in" and "out" in terms of content, aligning instruction with the intent of the standards, and using the "Activity Before Content" (ABC) approach to promote student sensemaking.

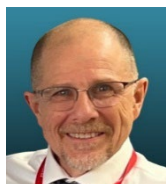


Participants will:

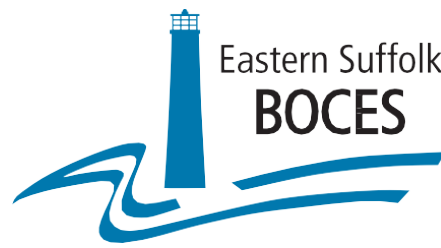
1. Analyze NYSSLS performance expectations using the 3 dimensions.
2. Identify new and omitted content in NYSSLS-aligned physics compared to previous standards.
3. Draft a realistic pacing guide for the school year.
4. Explore the basics of unit storyline development, anchored in compelling phenomena and student-driven questions.

***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, November 17, 2026
TIME:	8:30 am to 2:30 pm (buffet lunch included)
COST:	\$199 per person for subscribers / \$249 per person 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

Awe-NSPIRE-ing Math: Transform Your Teaching

Presented by Jayson Kiang

This focused, hands-on **online workshop series** will walk you through five high-impact, easy-to-implement calculator skills designed to deepen student understanding, strengthen conceptual learning, and boost daily engagement. Explore practical ways to use the TI-Nspire CX II CAS to visualize mathematical concepts, make connections, and support students as they develop confidence in solving complex problems.

You will walk away with actionable, step-by-step strategies and classroom-ready techniques that you can immediately use to empower your students' mathematical problem-solving and encourage deeper mathematical thinking.

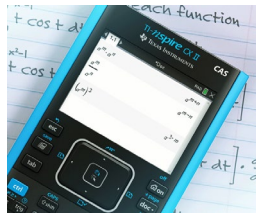
Convenient Online After-School Learning!

Join us for **three engaging sessions** designed to build your skills and confidence over time.

 **November 17, 2026**

 **December 17, 2026**

 **January 14, 2027**



 **Online | After School**

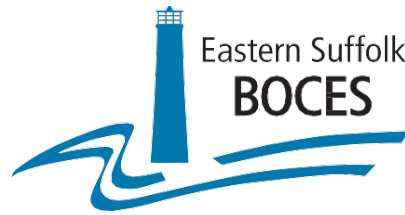
Whether you are new to the TI-Nspire CX II CAS or looking to expand how you use it instructionally, this workshop series will provide practical tools you can put to work right away.

NO EXPERIENCE NECESSARY!

TIME:	3:00 PM - 4:00 PM
COST:	\$75 per person for subscribers / \$99 per person for non-subscribers (price includes all three days)
AUDIENCE:	Grades 8-12 Math Teachers; Math Supervisors, Chairpersons
LOCATION:	Live Online via Zoom (Invite will be sent the afternoon prior)
REGISTER:	http://webreg.esboces.org
CTLE:	Pedagogy



Jayson Kiang is an experienced high school mathematics teacher entering his 31st year in the profession and his 23rd year as Mathematics Department Chairperson at Longwood High School in Middle Island, NY. Jayson also is a T3 Regional Instructor for Texas Instruments, where he trains educators how to effectively integrate TI technology into their classrooms. His TI specific area of expertise is the TI-NSpire calculator and the TI Navigator system.



Department of Educational Support Services · Professional Development Program

Decoding Literacy for Dyslexic Students

Presented by Nina Berch



This workshop will provide participants with an impactful perspective on what it is like to learn as a dyslexic student through simulations. In turn, participants will walk away with newfound empathy for the diagnosed and undiagnosed dyslexic learner(s) in their classroom as well as structured literacy resources and strategies for use in the classroom. Through in depth discussion of personal experience in the current classroom/school population, educators will reflect on how dyslexia may already have influenced their teaching and the learning experience of students past or present.

Participants will discover:

- Strategies for recognizing signs of dyslexia versus what is developmentally appropriate and “neurotypical” for learning to read
- An understanding of why dyslexic students, or students with related or undiagnosed language-based challenges, struggle to learn to read and how to explicitly and systematically teach to their strengths as learners
- How to approach or look for effective intervention and remediation strategies with explicit instruction like a certified academic language therapist to provide multisensory instruction
- The importance of the teacher understanding the multiple categories of pure consonant sounds and vowel sounds based on their features of articulation (how to and how not to pronounce sounds in order to teach correctly, which is especially important for students with challenged auditory processing, speech/articulation issues, and students who need to un-learn incorrect pronunciations to continue successfully).

DATE:	Wednesday, November 18, 2026
TIME:	8:30 am to 2:30 pm
COST:	\$199 for subscribers / \$249 for non-subscribers
AUDIENCE:	Grades K-12 Classroom Educators, Literacy Specialists, Education Administrators, and Paraprofessionals
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Nina Berch is a Certified Academic Language Therapist (CALT) nationally licensed by the Academic Language Therapy Association (ALTA). She also holds a Bachelor of Science in childhood education and Master of Science in Education in childhood and museum education. In Texas, she taught as a Reggio Emilia preschool teacher, Middle School Charter School ELA Coach for 6th, 7th, & 8th grade, a founding Dyslexia Interventionist in Houston Independent School District, a founding Dyslexia Interventionist for The Code Academy and Dyslexia School of Houston. In New York, Nina taught as an elementary art and science teacher, museum educator, works privately with students who are challenged with dyslexia or other related language-based challenges and now leads Decoding Literacy for Dyslexic Students workshops for educators at multiple professional development centers on Long Island.



Department of Educational Support Services · Professional Development Program

Do the Math!

Four Powerful Strategies to Engage all Students in Mathematical Thinking and Problem Solving

Presented by **Bill Atwood**



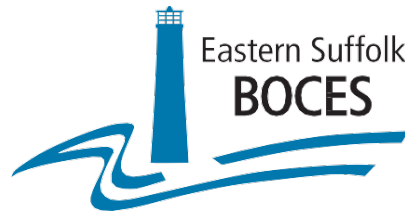
In this workshop, teachers will learn and practice four important strategies to help students deepen their understanding of critical math standards. The strategies will help students master mathematical vocabulary, read and break down complex problems, and engage with mathematics in ways which are social, fast-paced, lively, and kinesthetic. In addition, participants will learn methods to assess students' understanding and build fluency by making practice fun.

By the end of the workshop, teachers will be ready to return to their classrooms with ideas that will give students the confidence to approach complex problems and the knowledge and skills to solve them.

DATE:	Friday, November 20, 2026
TIME:	8:30 AM to 2:30 PM (lunch included)
COST:	\$299 per person for subscribers / \$349 per person for non-subscribers
AUDIENCE:	Math teachers Grades 5-8; Math chairs/directors
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY 11742
REGISTER:	http://webreg.esboces.org
CTLE:	Content/Pedagogy



Bill Atwood has over 40 years of experience in education and was a Presidential Award Finalist for Excellence in Math and Science Teaching. He is the author of: *How Did You Get That? Improving Responses in Math* (2011); The dynamic DVD, *Math Words In Motion* (2014); and the desktop guide: *Why Write in Math Class?* (2026). Part of the faculty at Vermont State University, Bill has led over 3,000 workshops in classrooms across the country, and has worked extensively in New York. Bill is known for his sense of humor, enthusiasm, and practical ideas that teachers can implement easily.



Department of Educational Support Services · Professional Development Program

Trauma-Responsive Schools: Practical Strategies for Challenging Moments

Presented by Dr. Kelly Zinn, DSW, LCSW



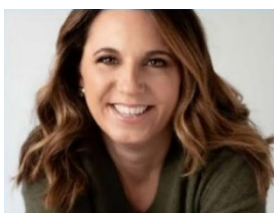
Educators today are navigating increased student needs while also managing significant professional stress and emotional demands. This interactive workshop introduces a trauma-responsive framework that helps educators understand how trauma and toxic stress affect student learning, behavior, and relationships while also strengthening educator resilience and well-being.

Participants will explore the foundations of trauma-responsive practice and learn practical strategies to build classroom environments that foster safety, trust, connection and engagement. The session will focus on actionable tools educators can implement immediately to support student regulation, strengthen student-teacher relationships, and reduce classroom escalation. The workshop also addresses educator well-being by introducing strategies that promote compassionate resilience, emotional regulation, and sustainable professional boundaries.

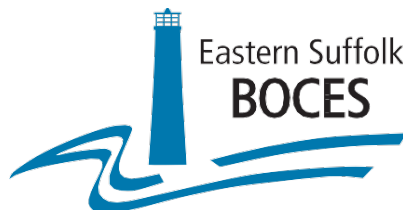
Participants will be able to:

- Describe how trauma and toxic stress influence student learning, behavior, and engagement
- Apply practical strategies to de-escalate distress and strengthen student-teacher relationships
- Utilize evidence-informed techniques to support educator emotion regulation and professional resilience

DATE: Friday, November 20, 2026
TIME: 8:30 am to 2:30 pm
COST: \$199 for subscribers / \$249 for non-subscribers
AUDIENCE: K–12 Teachers, School Social Workers, Counselors, Psychologists, and Administrators
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

Beyond the Regents: Designing NYSSLS-Aligned Chemistry Assessment Clusters

Presented by **Kathleen Dinota**

How can Chemistry teachers use Regents questions to support deeper student learning and strengthen alignment to the New York State Science Learning Standards (NYSSLS)? In this interactive workshop, participants will analyze released Chemistry Regents exam questions to identify the three-dimensional learning embedded within assessment items.

Teachers will explore the differences between Regents exam questions, which are designed to measure student achievement, and classroom assessments. They will learn how classroom assessments should be used to support learning, uncover student thinking, and guide instruction. Participants will also learn how to transform standalone Regents questions into phenomenon-based question clusters that engage students in scientific sensemaking and provide meaningful evidence of learning throughout instruction.

Participants will collaborate with colleagues to develop their own assessments and explore strategies for using phenomenon-based assessments to support student learning throughout the instructional cycle.

By the end of the workshop, teachers will be able to:

- Analyze released Chemistry Regents questions through a three-dimensional learning lens.
- Identify the role of phenomena in eliciting student sensemaking.
- Design coherent clusters of assessment questions connected to a common phenomenon.
- Begin to develop classroom-ready assessment materials that promote deeper student understanding of chemistry concepts.

This workshop is ideal for high school Chemistry teachers seeking to strengthen assessment practices, support student achievement on the Regents examination, and deepen alignment to the NYSSLS. Participants should bring a fully-charged laptop, Chromebook or tablet to access digital resources and a willingness to work collaboratively and share knowledge.

DATE:	Monday, November 23, 2026
TIME:	8:30 am to 2:30 pm (lunch included)
COST:	\$199 per person for subscribers / \$249 per person for non-subscribers
AUDIENCE:	High School Chemistry Teachers
LOCATION:	Instructional Support Center @ Sequoya, 750 Waverly Ave, Holtsville, NY
REGISTER:	http://webreg.esboces.org
CTLE:	Content



Kathi Dinota retired after teaching middle and high school science for 31 years. During her career, she taught earth science, biology and chemistry as well as science research. Kathi also works in test development at NYSED as an Education Specialist for the PS Chemistry exam for the past 21 years. She is a former NYS Master Teacher and was the 2017 recipient of the Suffolk County STANYS High School Teacher of the Year as well as the district selection for the Senator Phil Boyle Teacher of Excellence Award. Kathi is currently the Engineering Education Project Director and Outreach Coordinator at Stony Brook University. In addition, she currently consults through BOCES working with teachers on unpacking the NYSSLS and implementing three-dimensional teaching and learning in their classrooms including as a facilitator for Science 21 professional 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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