

MEET THE TEACHER – SERVICE PROVIDERS – 2014

CITYWIDE INSTRUCTIONAL EXPECTATIONS (CIE)-Highlights

- Pillar 1: Bring dignity and respect to the craft of teaching and school leadership.
- Pillar 2: Improve student achievement by aligning to Common Core strategies.
- Pillar 3: Engage parents in every aspect of school life.
- Pillar 4: Create new collaborative and innovative models.

In support of the CIE and the NYS Common Core Learning Standards (CCLS), service providers teach/reinforce the skills needed needed to meet classroom expectations and master IEP goals.

ENGLISH AS A SECOND LANGUAGE (ESL)- Mariella Barkouras

- Dedicated to serving the needs of English Language Learners (ELLs), students who speak a language other than English at home, and score below proficient on English assessments when they enter our school system.
- Create a learning environment that focuses on:
 - Academic Achievement
 - Language Development
 - Cross Cultural Support
- Provide strategies that help develop language and content knowledge in English.
- Align all instruction with the CCLS.

SCHOOL PSYCHOLOGIST- Rena Gombo

- Meets with teachers and parents to discuss needs of children.
- Observes children in classrooms to support teachers with behavior management techniques.
- Evaluates children who have been referred by classroom teachers or parents.
- Offer services to meet child's needs within the school setting.
- Write IEPs with goals that meet the Common Core curriculum.

SPECIAL EDUCATION TEACHER SUPPORT SERVICES (SETSS)- Nomi Rabinowitz

- Collaborates with classroom teacher to discuss the needs of the students.
- Provides academic supports in the classroom in ELA and Math.
- Assist students in meeting the CCLS.
- Assist students in meeting academic IEP goals.

SPEECH & LANGUAGE THERAPY- Teresa McCann-Bartolomeo and Paula Pastore

- Collaborates with classroom teachers to meet both classroom and IEP goals.
- Provides speech and language therapy to address the following difficulties:
 - Articulation Disorders- sound production
 - Fluency- "stuttering" difficulties
 - Language Delays- vocabulary, language concepts, grammatical structure, comprehension, receptive and expressive language, auditory processing.
 - Phonological Awareness- listening for speech sounds to develop pre-reading skills
 - Pragmatics- social interactions/communication.
- Teaches/reinforces skills needed in order to meet the CCLS.