

Meredith McArdle
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Sag Harbor NY 11963
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Education:

Spring 2004-Spring 2006: **Bank Street College of Education:**
Master's Degree in Special Education.
Fall 1998- Spring 2002: **Roger Williams University:**
Bachelor's Degree in elementary education
Bachelor's Degree in developmental psychology
Winter 2007: **L&M Teacher Training:**
Multisensory approach to decoding and comprehension according to the
"Orton-Gillingham" method
Summer 2011: **Responsive Classroom Training:** language and visually-based approach to
classroom community building
Fall 2011; **Wilson/ Foundations Language Program**

New York State Certifications:

Elementary Education: Grades pre k-6
Students with Disabilities: Grades 1-6

Teaching Experience:

September 2013- present: **Special Education teacher at Hayground School in Bridgehampton Union Free School District**

During my time at Hayground School, I have been able to contribute my working knowledge of classroom modifications as well as differentiation across content areas for students with varying emotional and academic needs. I've also been able to immerse myself in a school culture where students are able to construct personal meaning across subjects rather than be told "facts" to memorize, specifically, with the use of Investigations math curriculum. This type of constructivist teaching is something that I plan to apply to all aspects of my educational career.

Oversee IEP mandates for students who are parentally placed at Hayground School rather than their local public school.

Observe students in academic and social settings to inform planning and instruction

Create IEP goals based on formal and informal assessments (**O.R.I., Fountas and Pinnel Reading Assessment, Tera Nova**)

Use a variety of curriculum tools such as **Wilson Language Program, Explode the Code, Phonetic Reading Chain.**

Support student learning with **Investigations Math Program** by joining small class discussions

Collaborate with administration, teachers, and therapists to ensure a most successful learning plan for each student

Collaborate with families to create and monitor effective learning plans

June 2013-August 2013: **ABA/ Social Skills teacher at Pathfinder Country Day Camp** in Montauk, NY.

Support speech and language development by creating daily visual schedules based on typical camp activities for for a four year old boy with Autism

Collaborate with camp leaders and counselors and implement appropriate daily routines and activities

Encourage peer interactions using modeling, prompting, visual cue cards as well as sentence starters/ phrases.

Provide daily feedback for parents through, photos, text messages, and notes home

August 2012-August 2013; **Third grade inclusion** teacher at **Lefferts Gardens Charter School** in Brooklyn, NY.
Using a working knowledge of the Common Core Standards, as well as state standardized tests, I was able to model the creation of a classroom community where students worked collaboratively as well as independently to gain the skills necessary to succeed in and out of the classroom.

- Co-teach 28 heterogeneously grouped students while following the **Responsive Classroom** philosophy
- Prepared both individualized and group lessons based on the interests, demographic, and culture of the students
- Responsible for the collaboration, management, and instruction of small and large groups
- Created year-long curriculum based on the State and National Standards
- Created year-long curriculum Created systems to provide for an efficient use of all staff members within the classroom
- Design and implement behavior intervention plans based on data of specific student behaviors

July 2012; **SEIT** in **Child Development Center of the Hamptons**.

- Collaborate with behavior analyst to create and implement appropriate goals and activities for quadruplets with severe Autism
- Implement communication systems using PECS communication board
- Teach basic communication skills using PECS as well as simple sign language

August 2011-June 2012; **K-2 Learning Specialist** at **Lefferts Gardens Charter School** in Brooklyn, NY.

As a learning specialist, I created and implemented a system for teachers to gain extra support for their individual students. Through the use of collegial conferencing and observations, I was able to help my fellow colleagues gain new perspectives on their own teaching methods. Using assessment tools and literacy building curricula, I was able to provide small group and individual instruction for students who required extra support.

- Plan and implement multi-sensory reading and writing lessons based on individual and small group needs.
- Observe students in academic and social settings to inform planning and instruction
- Create IEP goals based on formal and informall assessments (**O.R.I., Fountas and Pinnel Reading Assessment, Terra Nova**)
- Use a variety of curriculum tools such as **Wilson Language Program, Explode the Code, Phonetic Reading Chain**.
- Create materials and manipulatives to enhance understanding of specific concepts
- Collaborate with families to create and monitor effective learning plans
- Collaborate with classroom teachers to create lesson plans aligned with current units of study within the classroom.
- Collaborate with other therapists to ensure that children are able to apply the skills focused on in isolation to decoding texts and processing new information.
- Collaborate with administration to build and implement a most effective pull-out/ push-in schedule for each classroom.
- Collaborate with administration to determine students who would benefit most from intervention services.

August 2010- June 2011: **Kindergarten inclusion** teacher at **Lefferts Gardens Charter School** in Brooklyn, NY.

Helped to create a charter school based on environmental education in Brooklyn, NY. Having a strong background in lower grades and emotional literacy skills, I was able to suggest methods and materials to build on these ideas. Taking my passion for the environment and the outdoors, and merging it with a school in an urban setting led to my deeper understanding of socioeconomic status and the role it plays in a child's development.

- Co-teach 28 heterogeneously grouped students
- Prepared both individualized and group lessons
- Responsible for the collaboration, management, and instruction of small and large groups
- Created year-long curriculum based on the State and National Standards
- Created year-long curriculum based on the demographic and culture of the students
- Created systems to provide for an efficient use of all staff members within the classroom
- Design and implement behavior intervention plans based on data of specific student behaviors

September 2009- June 2010: **Kindergarten Inclusion Teacher at Stella Maris School** in Sag Harbor, NY

I was able to create a strong literacy block of readers and writers workshops in the context of an inclusive kindergarten classroom. Demonstrating rituals and expectations of Readers and Writers Workshop helped create a better understanding for less experienced teachers observing.

- Co-teach 26 heterogeneously grouped students
- Prepare both individualized and group lessons
- Responsible for the collaboration, management and instruction of small and large groups
- Implement original behavior intervention plans based on data of specific student behaviors
- Responsible for the collaboration, management and instruction of small and large groups
- Responsible for the planning and organizing of classroom staff.

September 2008- June 2009: **Special Ed. Teacher at P.94M, Dist. 75** in Manhattan, NY

Working collaboratively as a lead teacher; with four assistant teachers, and 12 students, I was able to build leadership skills where all participants felt a sense of belonging and responsibility toward our classroom community. Using staff responsibility charts and schedules, all adults held a clear sense of ownership for our day to day activities.

Lead a class of 12 emotionally challenged students and four assistants

- Responsible for the planning and teaching of 12 students with Mental Retardation
- Implement original behavior intervention plans based on data of specific student behaviors
- Responsible for the collaboration, management and instruction of small and large groups
- Responsible for the planning and organizing of classroom staff.

September 2007- June 2008: **Kindergarten Inclusion Teacher at Stella Maris Regional School**

- Co-teach 26 heterogeneously grouped students
- Prepare both individualized and group lessons
- Responsible for the collaboration, management and instruction of small and large groups
- Implement original behavior intervention plans based on data of specific student behaviors

September 2002-June 2007: **Elementary Assistant at Sag Harbor UFSD**

- Experienced many different special education models while assisting in grade levels K-5
- Supported students with different physical, social, and academic needs.
- Collaborated with other teachers to plan and implement lessons.
- Modified tests and assignments for inclusion students
- Created and implemented behavior intervention plans
- Supported students during recreational activities

January 2005: **Infant/Toddler Play Space Supervisor** in Bridgehampton, NY

Children's Museum of the East End

Developed hands-on activities to encourage parent-child interaction

Fall 2004: **Student teacher** at P 94M in Manhattan, NY.

Collaborated with staff and parents to develop and implement lessons and behavior plans for 7-9 year old students with severe language delays in a 6:1:1 classroom

Summer 2002: **Camp counselor for 3-5 year olds** in Southampton NY

Southampton College Kinder Camp

Spring 2002: **Student teacher** at Guiteras Elementary School in Bristol, RI.

Planned and implemented whole and small group lessons for first grade, Portuguese-speaking students of various abilities.

January 2002: **substitute teacher Sag Harbor UFSD- all elementary grades**

Fall 2001: **Student Teacher** at Guiteras Elementary School in Bristol, RI

Created and implemented daily routines within a first grade, Portuguese speaking, classroom

Community Involvement:

Team in Training; Leukemia & Lymphoma Society
American Cyclists Association
Five Boroughs Bicycle Club
P 94M Inquiry Team: develop and test a hypothesis according to the population of students in the school.
Lefferts Gardens Charter School Team Building Committee

References:

Allison Greene; lower school teacher; Brooklyn, NY [HYPERLINK](#)
"<mailto:alligreenester@gmail.com>" alligreenester@gmail.com

Liz Kirwan; lower school inclusion teacher; East Hampton, NY 631-793-2884

Marybeth Pacili; lower school teacher; Hayground School; [HYPERLINK](#)
"<mailto:mbpacili@aol.com>" mbpacili@aol.com

Jane Peters Principal: Sag Harbor, NY 631-725-2525

Merry Brown: Special Education Teacher and mentor; District 75; NYC; 917-509-4850

Ed Hollander: Parent of child with special needs; NYC; 917-559-0335

Ava Davis; Parent of children at Sag Harbor Elementary School; 917-371-0069