

Barry Bullis

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EDUCATION

RUTGERS UNIVERSITY, New Brunswick, NJ

Education Specialist - October 2016

Literacy Education

HUNTER COLLEGE, New York, NY

Advanced Certification – May 2002

School Administrator and Supervisor

School District Administrator

LEHMAN COLLEGE, Bronx, New York

Master of Science – May 1998

Major: Reading

MANHATTAN COLLEGE, Riverdale, New York

Bachelor of Science *magna cum laude* - May 1993

Major: Special Education

CERTIFICATIONS

New York State: Special Education K-12; Reading Teacher; School Administrator and Supervisor;
School District Administrator

New Jersey: Teacher of the Handicapped; Supervisor; Principal

SKILLS/QUALIFICATIONS

- Utilize best practice instructional strategies and research-based intervention curriculum materials to meet the learning needs of students
- Lead professional development for teachers and prospective teachers around best practices for reading instruction and intervention
- Qualified to gather, organize, administer and interpret reading assessments to provide data driven interventions and monitor student progress to interventions
- Academy of Orton-Gillingham Practitioners and Educators, Associate Level (*in process*)
- Trained in numerous curriculums, interventions, and assessments, i.e., Wilson Foundations, Lindamood-Bell Learning Processes Visualizing & Verbalizing, Really Great Reading Blitz and Boost, Great Leaps, Writing Revolution, Teachers College Writing Project, Words Their Way, REWARDS, Fountas & Pinnell BAS, Teachers College Running Records

EXPERIENCE

NEW YORK CITY DEPARTMENT OF EDUCATION

10/12 to Present

District 16 Instructional Lead

8/22 to Present

Borough Instructional Lead

7/15 to 8/22

Partner with district superintendents, principals, coaches and teachers to design systemic instructional improvement based on student data, including intensive in-school coaching and mentoring. Create and deliver professional development (Primarily: literacy instruction/interventions and administrative systems/strategies) to 250 Brooklyn schools.

Citywide Literacy Intervention Specialist

2/15 to 7/15

Create and deliver professional development in Response to Intervention models, Academic Intervention Services, the 5 pillars of Reading and general Literacy. Manage or assist in curriculum development and resource guide projects. Consult with other departments on best practices in literacy instruction.

Special Education Achievement Coach, CFN 106

10/12 to 2/15

Worked with network team members, principals, and school staff to improve the achievement of students with special needs in 23 high schools. Responsibilities included: regular 1:1 coaching of special education and general education teachers, grade-level and discipline strategy implementation, professional development in SESIS, IEP writing, and citywide instructional expectations, and assistance with school structures and supports for special education reform.

PACE UNIVERSITY, New York, NY

1/05 to Present

Adjunct Professor – School of Education

Have taught seventeen courses (90 classes) in the elementary, secondary, and special education departments, both graduate and undergraduate. Designed and revised multiple courses that are part of the syllabi repository for all faculty. Represented the adjunct faculty in the re-accreditation process with CAEP. Current member of the School of Education Literacy Board to assess program needs and inform program improvements.

CEREBRAL PALSY LEAGUE, Cranford, NJ

Principal

7/06 to 10/12

Oversaw a program of ninety-five multiply disabled students, seventy staff, and a six and a half million dollar budget. Chairman of the agency's Middle States Re-accreditation committee. Agency is responsible to twenty-nine public school districts. Continue with all responsibilities of former vice-principal position.

Vice-Principal

8/05 to 7/06

Direct supervisor of educational and related service faculty. Responsible for curriculum implementation, correspondence with public school districts, and IEP preparation and compliance. Assisted Principal in budget preparation, staff reviews, and day to day operations.

LONG ISLAND UNIVERSITY, Brooklyn, NY

1/10 to 5/11, Spring 12

Adjunct Instructor – School of Education

Strategies for the Diverse Learner; Introduction to Special Needs

LIGHTHOUSE INTERNATIONAL, New York, NY

Lead Teacher

10/03 to 5/11

Supervised staff and conducted craft classes to blind and visually impaired youngsters aged 6 to 14.

Evening Supervisor

July 01 to 05

Supervised staff and monitored blind and visually impaired youngsters during their four-week stay at Columbia University. Planned, implemented, and supervised excursions throughout New York City (i.e. Central Park, Riverbank State Park, Harlem Theater).

THE REECE SCHOOL, New York, NY

9/01 to 8/05

Educational Coordinator

Assisted Director in conducting formal and informal observations to assess teacher and student performance. Weekly review of plan books, review of teacher written reports and coordinated aging-out applications and correspondence. Assisted teachers in selecting & modifying educational resources and developing individual programs and behavioral management systems for optimal student performance. Coordinated IEP mandate changes, compliance and CSE correspondence. In the absence of the Director, functioned as the Acting Director.

- Created a curriculum framework in all subjects for the continuity of educational material from K to 6 in coordination with state standards.
- Participated on administrative team to coordinate fundraising and development, including grant writing, e-rate, and expansion plans.

BRIARCLIFF MANOR MIDDLE SCHOOL, Briarcliff Manor, NY

9/00 to 6/01

Special Education Teacher

Taught a special education English class and resource room classes to 8th grade students participating mainly in the mainstream. Participant in a team approach to providing services and mainstream modifications for all 7th and 8th grade students. Participant of the Instructional Support Team and assisted in the implementation of the new AIS services. Administered formal standardized assessments (WIAT) for IEP preparation.

THE CHILD SCHOOL, New York, New York

9/96 to 8/00

Special Education Teacher

Taught upper elementary through high school students in a unique K-12 school for youngsters with learning and emotionally disabilities. Developed curriculum to prepare culturally and academically diverse students to complete Regents diplomas.

NEW YORK CITY BOARD OF EDUCATION, Citywide Programs

9/93 to 6/96

Special Education Teacher, MIS II, Institute for Environmental Learning (9/95 to 6/96)

Taught all academic areas to a self-contained class of ten fourth and fifth grade students with emotional and learning disabilities.

Special Education Teacher, SIE VII (9/93 to 6/95)

Developed and implemented curriculum in all content areas for a self-contained classroom.

PUBLICATIONS

Bullis, B., & Zimmerman, S. (2018). Families of children at-risk for disability. In V. McGinley & M. Alexander (Eds.), *Families of Students with Disabilities: Collaborating Across the Lifespan*. Boston, MA: Sage Publishing.

PRESENTATIONS

Using Maximum Diversity in Student Grouping & Literacy: A Tool for Oppression or Liberation?, International Association of Special Education, Vietnam, July 2022

A Case Study of Being an Educational Advocate, Council for Exceptional Children, Division of International Special Education and Services, Breckenridge, Colorado, June 2022

Creating Inclusive Classrooms: Changing Practices, Not Just Knowledge, International Association of Special Education, Lushoto, Tanzania, July 2019

Creating Inclusive Classrooms: Changing Practices, Not Just Knowledge, Council for Exceptional Children, Division of International Special Education and Services, Montego Bay, Jamaica, June 2019

Children at Risk for Disabilities: Biological and Environmental Influencing Factors, Ministry of Education Special Education Roundtable, Kingston, Jamaica, 2017

Pre-Kindergarten for All: A Look at New York City's Implementation of a Universal Pre-K, Francis Young International-Consultants in School Improvement, Havana, Cuba, 2016

How Evidenced Based Practices Equip Teachers to Serve Students in Inclusive Settings, International Association of Special Education, Wroclaw, Poland, June 2015

Developing and Implementing School Review Maps for Fostering Improvement, Council for Exceptional Children, Division of International Special Education and Services, Braga, Portugal, 2014

Relationship Between Alphabetic Knowledge and Sight Word Acquisition in Students With Intellectual Disabilities (poster presentation, May 2011), International Reading Association

Literature for Adolescent Readers, Association for Supervision and Curriculum Development, 1996 & 1999.

HONORS, AWARDS & AFFILIATIONS

- Council for Exceptional Children, Member; Division of International Special Education and Services, Membership Committee
- International Association of Special Education, Member
- Association for Supervision and Curriculum Development, Premium Member
- International Dyslexia Society, Member
- Society for the Scientific Studies of Reading, Member
- International & New Jersey Literacy Association, Member
- Union of Adjunct Faculty at Pace, Executive Board Member

References Available Upon Request