

## Nicole Bailey

### Instructional Coach, P.S. 99: Stanley M. Makowski Early Childhood Center, Buffalo Public Schools



Nicole Bailey is an Instructional Coach dedicated to strengthening high-quality early childhood experiences through responsive teaching, intentional environments, and meaningful educator support. With over 20 years in education, Nicole began her career as a classroom teacher, spending 16 years supporting students in grades 1–5 before moving into early childhood leadership. She went on to serve as a Pre-K administrator for two years and a building principal for three years, where she focused on building strong Pre-K–2 systems grounded in developmentally appropriate practice.

In her current role, Nicole partners closely with both new and veteran Pre-K teachers through side-by-side coaching that prioritizes play-based learning, language-rich interactions, and supportive classroom routines. She designs and facilitates professional development centered on early childhood best practices, organizes community-based field experiences for young learners, and conducts ECERS assessments to help classrooms create environments where every child can thrive.

Nicole's work is guided by a deep belief in the power of early learning and the impact of nurturing, well-supported educators.

Outside of her professional life, she enjoys spending time with her husband and their two dogs and loves recharging through hot yoga.

## Dyanthe Spielberg

**Principal, M363 The Neighborhood School, NYC Public Schools**



Dyanthe Spielberg has over 25 years of experience in elementary education, having served as a teacher, literacy coach, curriculum developer, and administrator. For the past 13 years, she has been the principal of The Neighborhood School, a progressive public elementary school in New York City.

Since 2021, Dyanthe has worked with a group of progressive schools to develop 5th-grade Performance-Based Assessment Tasks (PBATs) for mathematics. This assessment model is designed to reflect a hands-on, project-based approach by having students design a playground. This project allows students to apply mathematical knowledge and skills to a real-world problem in an authentic, real-life context. She looks forward to discussing how PBATs can be used to provide a more complete picture of

what students truly know and can do.

## Corinthia Mirasol-Spath

**4/5 Special Education Teacher, M363 The Neighborhood School, NYC Public Schools**



Corinthia has had a total of 19 years of experience in the classroom as a 4th/5th grade teacher in NYC. She is dual certified as a General Education Teacher (Grades 1-6) and Teaching Students with disAbilities (Grades 1-6). She currently works as a special education teacher at The Neighborhood School in the Lower East Side in an Integrated Co-Teaching classroom.

In 2021, Corinthia joined a group of progressive schools to create a Math Performance Based Assessment, which was launched in May 2022. Together they wanted to create a way to showcase student understanding. This work lends itself well to Corinthia's interests in the role of play in the classroom through Project Time and its potential to create a space and time in the classroom to enable us to realize and build our capacities as learners, workers, and people.