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Educational Background

Walden University/Laureate Online Education: Currently completing Doctor of Education in Teacher Leadership, scheduled to graduate May, 2009.

Roosevelt University: M.A. Education, 1997 Type 75 Illinois License in Supervision and Administration.

Northern Illinois University: B.S. Education, 1973 Type 03 K- 9 License, with endorsements in middle school education, English, reading, and social studies.

Permanent Professional Illinois Teaching License with endorsements for K-12 English, Reading and Social Studies, 1999.

National Board of Professional Teaching Standards in Early Adolescence English, with endorsements in 6-12 Literacy, English Language Learners, Reading, and Professional Development, 1999.

Work Experience

2007-Present: Online Instructor for the Masters of Educational Leadership Degree, University of Wisconsin-Stout Campus, College of Education

Designed and wrote online eight week module course for College of Education entitled "Teaching English Language Learners in General Education". Teach this three-graduate hour credit online course. This course is required for licensure in the state of Wisconsin.

2003-Present: Online Instructor for the Masters of Science in Education in Elementary Literacy Degree, Walden University/Laureate Online Education College of Education

Teach six three-graduate hour credit online courses required to obtain degree titled "Foundations of Reading and Literacy", "Struggling Reader", "Teacher as a Professional", "Collaborative Action Research", "Planning and Managing the Classroom Literacy Program", "Instructional Models and Strategies". These courses are required courses for completion of the degree and are offered every sixteen weeks throughout the year.

2001-Present: Ongoing Adjunct Professor for the Masters of Teaching and Leadership Degree, Saint Xavier University/Pearson Education Professional Development

Teach four two graduate hour courses required to obtain degree titled “Developing Multiple Intelligences”, “Cooperative Learning”, “Developing Students’ Cognitive Abilities”, “Reading and Writing Across the Content Areas”. Facilitator of teacher-cohorts which holds the responsibility of teaching four three graduate hour courses entitled “Introduction to Action Research”, “Action Research Project 1”, “Action Research Project 2”, “Team Seminar”.

2001-Present: Freelance Textbook Writer

Duties and Accomplishments:

- Wrote Teacher’s Editions, textbooks, Teacher’s Resource Library Materials (tests, workbooks, worksheets) and other curriculum driven materials for Harcourt Brace, Houghton Mifflin, Quarasas Publishing, Proof Positive Publishing, General Learning Communications Publishing, Word Wise Publishing, Rigby Publishing.
- Created **Every Student Learns** (Pearson Education Publishing) Teacher Black Line Masters focusing on skills needed for ELL elementary learners who are learning how to comprehend the linguistic and paralinguistic features of the English language.
- Wrote ELL Companion Textbooks for Guided Reading Program, Rigby Publishing that addressed developmental, social, political and cultural contexts of students’ lives and educational experiences. These were titled, “Where Are the Prairie Dogs?”, “The Power of the Wind”, “Ben Franklin: A Man with Many Talents”.
- Created and developed curriculum driven materials utilizing self-management skills and curriculum design, creating materials that were contracted to produce.

1999-2001: Pearson Education-Scott Foresman Division: Editor of 4th Grade National Social Studies Series

Duties and Accomplishments:

- Responsible for program planning
- Conducted competitive analyses
- Writing Project guidelines as well as formatting bids for development clients.
- Implemented and oversaw program visions, philosophies, writer and artistic project schedules.
- Created and wrote Teacher Edition “Wrap” which consisted of teacher activities, differentiation activities for ELL, Gifted and Learning Disabled Students, and rubric guidelines.
- Developed and implemented criteria for Teambuilding skills and continuous quality improvement.
- Edited master sheets, black line masters, and other materials that accompanied the 4th grade text.

1994-1999: Fourth, Fifth, and Sixth Grade Educator, Marion Jordan Elementary School, CCSD #15, Palatine, Illinois

Duties and Accomplishments:

- Created and initiated reading skills program formulated to upgrade the reading ability of accelerated, average, and remedial middle school children.
- Developed and led a Parent Education Program that focused on promoting leadership in the community.

- Developed a tutor-student employee training program on study skills for the middle and high school child.
- Developed and employed an effective curriculum, instruction, and assessment practice with Japanese students, mainstreamed into the regular classroom, so that they could possess knowledge of the content taught in American schools.
- Organized students and parents for **Odyssey of the Mind** Problem Competition producing two world class teams.
- Recruited parent volunteers to lead, coach, and judge each **Odyssey of the Mind** teams.
- Interviewed, hired, and evaluated certified staff.
- Evaluated program assistants for mid-year and annual review.
- Served as Cooperating Teacher and Mentor Teacher for Northern Illinois University and Harper College students preparing to be educators.
- Led an eight week course for principals of the Mid-West Principal Co-Op in “Writing for Publication.”
- Served on the Principal’s Advisory Council Committee for Principal, Diane Cody.(1997, 1998)
- Developed and wrote curriculum for accelerated teaching and learning of gifted math and reading students in elementary schools.
- Co-authored district curriculum for CCSD #15 titled, “Comparative Religions in the Classroom Guidelines”
- Developed and implemented goals for the School Improvement Program for the Fifth Grade Department.
- Served on the CCSD #15 Reading/Writing Committee: helped review the literacy program for 1997-98 school year, served on district staff development, co-authored booklet of exemplars for writing portion of the ISAT.
- Served as facilitator of a children’s group at the Children’s Literacy Fair, CCSD. #15.
- Served on the Illinois Goal Assessment Program Reading Standards Committee
- Co-Authored district curriculum guide on teaching Internet skills.
- Presented at SCIRA Conference-“An Administrator’s Approach to Reading”, 1997, 1998,
- Presented at CCSD #15 Teacher Share Fair, “Convergent Thinking and Problem Solving in the Classroom, 1997, 1998.
- Provided in-service on ISAT Reading Skills and Writing Strategies.
- Presented half-day staff development workshop for CCSD #15 elementary teachers on portfolio assessment.
- Presented full day staff development workshop for CCSD #15 on Spontaneous Problem Solving for the classroom.
- Presented evening workshop for parents of the CCSD #15 community titled “Problem Based Learning: How do I teach them to solve a problem?”
- Led research study on the effects of Everyday Mathematics on the Iowa and ISAT scores.
- Presented half-day workshop for faculty on inclusive methods of alternative assessment.
- Presented full day workshop for faculty and administrators in modeling techniques for reading comprehension.

1984-present: Tutor, One-to-One Learning Center, Northfield, IL

Duties and Accomplishments:

- Tutor high school juniors in preparation for the English, Reading, Science Reasoning and Writing portions of the ACT
- Tutor high school juniors in preparation of the Verbal portion of the SAT
- Tutor high school sophomores in preparation of the Verbal portion of the PSAT.
- Presented half-day workshop for employees titled, “Teaching Writing to Middle School”, 1990, 1992, 2000, 2002.
- Presented half-day workshop to employees titled “Study Skills Mastered for Middle and High School Underachievers”, 1990, 1998, 2000.

1973-1984: Sixth, Seventh, Eighth Language Arts, Reading and Social Studies Educator, Arlington Heights School District 25, South Middle and Rand Middle Schools, Arlington Heights, IL

- Duties and Accomplishments:
- Cheerleading coach of 7th and 8th grade teams
- Advisor for Student Council
- Directed and produced “You’re a Good Man Charlie Brown” and “Oliver!”
- Participated of the “214 Area Writing Project”, a satellite of the Chicago Area Writing Project

Workshops/Presentations

October, 1997: SCIRA(A division of the International Reading Association) Fall Conference Break-Out Session for administrators entitled “Let me Read with you-An Administrator’s Approach to Promote Reading” where administrators were taught how to read with the children at their school.

January, 1997: Community Consolidated School District 15 half day in-service to teachers, “Convergent Thinking and Problem Solving in the Classroom”. Staff was taught higher order thinking activities that could be incorporated into the classroom.

February 10, 1997: Community Consolidated School District 15 full day in-service to teachers at the Teacher Share Fair, on how to effectively organize, coach, and compete with “Odyssey of the Mind”: A National Problem Solving competition.

March, 1997: Community Consolidated School District 15 evening workshop for parents of ELL children of how to actively stay involved with their child’s literacy. The parents were participating in an exchange with Japan through the Motorola Engineering Division in Palatine, IL.

September, 1998: Community Consolidated School District 15 evening workshop for parents interested in coaching “Odyssey of the Mind” teams. The workshop centered on the Socratic Method of teaching.

October, 1998: Community Consolidated School District 15 half-day workshop with the elementary teachers of Marion Jordan Elementary on portfolio assessment.

January, 1999: Community Consolidated School District 21 full day workshop for parents on how to create a valid curriculum for middle school students. Parents were involved in training for study skills, writing skills and test preparation for the ISAT test.

February, 1999: Community Consolidated School District 21 evening in-service with school board on how to conduct an analysis of the current curriculum for the school district.

February, 2000: One- to- One Learning Center, full evening training session to tutoring staff on how to effectively teach test taking strategies to struggling middle and high school students.

March, 2000: One-to-One Learning Center, full Saturday training session to tutoring staff on how to effective teach study skills to middle and high school under achieving students.

March, 2000: Scott Foresman/Pearson Education social studies and reading textbook development staff with Jim Cummins, English language learner specialist, led writing workshop on how to create and write activities for the teacher's edition wrap that would help ELL students in the classroom. This workshop's goal was to create activities that would allow teachers to employ an effective curriculum, instruction and assessment practice for English language learners of the content in the texts that were published.

April 2000: Scott Foresman/Pearson Education social studies and reading textbook development staff led workshop teaching staff how to write rubrics for the teacher's edition of the new social studies and reading series that was going to be published.

October, 2002: One-to-One Learning Center, training session for tutoring staff on how to teach writing skills to struggling middle school students.

November 12, 2004: Lake Zurich School District Fine Arts and Applied Arts Workshop Day: All day workshop on how to create and implement a Problem Based Learning curriculum to fine and applied arts. Teachers created a hands-on lesson for the 21st century classroom.

April 23, 2005: Lake Zurich School District Best Practice Day: Four-hour workshop to Lake Zurich middle and high school staff on Problem Based Learning. The workshop focused on Problem-based learning (PBL) as a curriculum model that uses an authentic problem as the impetus for learning.

March 4, 2005: Lake Zurich School District Best Practice Day: Four-hour workshop to Lake Zurich elementary teachers on Problem Based Learning. The workshop focused on Problem-based learning (PBL) as a curriculum model that uses an authentic problem as the impetus for learning.

August, 2006: Saint Xavier University, College of Education, four-hour workshop with full and adjunct professors in the Masters of Teacher Leadership program on incorporating multiple intelligences, cooperative learning, and brain-based teaching into the classroom.

July, 2007: National Board of Professional Teachers 20th Convention, Washington D.C., presentation for 100 teachers entitled “Helping them Connect before they Disconnect: How to Effectively teach African American Males”, presenter.

Related Coursework/Training Sessions Attended

Blackboard Training for Online Educators-June-August, 2004. Trained to be an online educator for Walden University’s Masters of Middle Level Education courses. Selected to be a participant in a 20-member class to learn how to effectively deliver and teach online courses. Successfully completed the online training program including pedagogy for online instruction, best practices for online instruction, using Excel to create a grade book, and developing a middle level education course for the teaching of language arts and social studies at the middle level. The training was done through the Blackboard Online Classroom, about three-four hours a week of course work over a 6-week period. Instructor: Charlie Orchard of University of San Diego.

e-College Tutorial Workshop for MS Education Educators January-February, 2005. Trained to be an online educator for Walden University’s Masters of Elementary Literacy and Reading courses. These courses are prewritten by Canter and Associates. The training consisted of learning how to use a different online education environment than Blackboard. The training consisted of three weeks, 3-4 hours of week participation. Instructor: Charlie Orchard of University of San Diego.

e-College Tutorial Workshop for MS Education Educators June, 2005. Successfully completed the online mentoring program including pedagogy for online instruction, best practices of online learning and adult learning principals under the guidance and supervision of Charlie Orchard, Leslie Van Gelder and Sheryl Hess.

MSED, Walden University, Professional Development: Combined Cohort Faculty Preparation Course. Successfully completed the online training program to learn how to conduct a combined cohort classroom online. In two weeks, I learned how to get an overview of how the combined cohort classroom worked, learned best practices of faculty who have participated in the combined cohort pilot, learned how to use the necessary eCollege functions to be able to create groups, participated in two different small group discussions, read contemporary research focusing on discussions in distance education, creatively generated ideas for creating successful groups in MSED core courses, shared innovative ideas for creating successful groups in my specialization, and became comfortable working within an online combined group cohort environment. Instructor: Leslie Van Gelder.

MSED, Walden University Professional Development: Outcomes Based Portfolio Assessment Course. Successfully completed the online training program to learn how to assess the Outcomes Based Portfolio created by MSED students at Walden University. In two weeks, I learned how various assignments would be used for evidence of meeting an outcome, how to use the assessment rubric and the procedures for using the Portfolio Review Form. I also gained a clear understanding of the differences in outcomes and course-based portfolios, became familiar with the outcomes and the Course/outcome/assignment matrix, and understood the outcomes evaluation form. Instructor: Steve Canipe.

Foundations of Doctoral Study, EDUC 8000, Walden University/Laureate Online Education, 6 graduate hours. May-August, 2006: Course content consisted of developing a design of doctoral study, familiarizing myself with APA format, learning scholarly research and scholarly writing, and successfully completing and submitting a doctoral proposal to a doctoral committee in order to complete graduation requirements for a Doctorate of Education in Teacher Leadership degree, completion May, 2009. Instructor: Robert McClure.

Proseminar Leadership in Teaching and Learning, EDUC 8010, Walden University/Laureate Online Education, 6 graduate hours. August-December, 2006: The first proseminar introduces the concept of teacher leadership with an emphasis on leadership as a concept or construct rather than a position of authority. I experienced the concept of leadership through investigation and analysis of instructional performance. Pedagogical observation, reflective practice, and analysis of classroom practice will focus on inquiry and research-based methods in which teachers exemplify teaching for understanding. The Comprehensive Paper(ComP) focused on the relationships between instructional/learning theory, instructional practice, and students' learning and achievement. The ComP identified the area of inquiry for my doctoral study, provided a theoretical framework related to the inquiry, investigated learning theory and research studies related to the inquiry, critically analyzed and synthesized theory and research methodology, presented evidence of reflective practice and self-study of teaching, and demonstrated the ability to apply new knowledge to professional settings. Instructor: Duane Richards

Research Approaches, EDUC 8015, Walden University/Laureate Online Education, 6 graduate hours. January – May, 2007: This course addresses the role of research in generating and testing theory, as well as in solving problems and making decisions. It emphasizes the importance of integrity in research and how to study human subjects responsibly and ethically. A variety of research types, research methodologies, and research designs will be explored. The components of research design are examined, and I learned to evaluate research for quality of design. Instructor: Donald Wattam

Proseminar: Teacher Leadership in the School, EDUC 8020, Walden University/Laureate Online Education, 6 graduate hours. June-August, 2007: This course expands the role of teacher leadership from the classroom to the school community. The course focuses on the development of knowledge, abilities, and dispositions necessary for effective and productive leadership in effecting professional partnerships, participating in collegial study teams, facilitating professional development of other educators, and adeptly using collaborative processes such as coaching and mentoring. The Comprehensive Paper probes learning, teaching, and leading as the educator acts to influence the school community through professional discourse and analytical reflection on investigations into the roles and practices of effective, inquiry-oriented school leadership. Instructor: Casey Reason

Quantitative Research, ECUC 8025, Walden University/Laureate Online Education, 6 graduate hours. August-December, 2007. This research course is designed to provide an understanding and working knowledge of some of the key quantitative data collection and analysis concepts. This course approaches statistics from a problem-solving perspective with emphasis on selecting appropriate statistical techniques for various research designs and on interpreting and reporting

findings. The important outcome is that each student has an understanding of quantitative data analysis and feels comfortable reading and discussion statistical concepts and data results from quantitative studies. Use of the program SPSS is also practiced so that the student can develop ANOVA and Pearson Correlation graphs and charts.

Instructor: Kathleen Hargiss

Proseminar: Teacher Leadership Beyond the School, EDUC 8030, Walden University/Laureate Online Education, 6 graduate hours. January to present, 2008. Teacher leaders reach out to a larger community to discourse, question, and learn about issues and forces affecting teaching and learning in American schools. The focus of this seminar is to influence capacity by promoting and nurturing reciprocal relationships with professional learning communities and initiatives related to quality education outcomes. Processes for creating and supporting partnerships with community stakeholders, educational institutions, and other advocacy groups are studied in order to develop and refine the educator's abilities to collaborate with decision-makers in the advocacy for public policy at the local, state, or national level. The comprehensive paper focuses on inquiries related to important educational issues affecting quality schooling practices for K-12 learners.

Instructor: Gerald Gary

Qualitative Statistics EDUC 8035 Walden University/Laureate Online Education 6 semester hours. April, 2008- August 2008. This course explores the constructs and processes used in qualitative research studies. It provides practice in formulating qualitative questions related to problems encountered by teachers, identifying appropriate qualitative traditions, and selecting study participants. Students practice constructing data collection protocols for interviews and observations. Students practice document analysis and apply coding and classification techniques for interviews and observations. Students practice document analysis and apply coding and classification techniques for organizing and interpreting data. Ways to ensure the trustworthiness of qualitative findings are also explored. The important outcome is that each doctoral student has an understanding of qualitative data analysis and is competent in reading, discussing, and applying statistical concepts and data results from qualitative studies.

Instructor : Latasha Jones

Doctoral Study Intensive, EDUC 8090, Walden University/Laureate Online Education, 12 semester hours. October, 2007 to present. The doctoral study demonstrates a student's scholarly talents to examine, critique , and synthesize knowledge so that new ideas can be tested; best practices identified, established, and verified, and theoretical or policy constructs evaluated and advanced in all cases. The Doctoral Study is a rigorous original inquiry that results in new knowledge demonstrating its efficacy in the world of practice. Doctoral Chair: Robert McClure, Methods Chair: Don Wattam

Currently in the process of writing final chapters of dissertation.

Other Professional Activities

Walden University Honors and Awards Committee, 2005-present: Responsibilities include reading and evaluating master's theses and doctoral dissertation for several awards the university offers. Also responsible for choosing the finalists for these awards.

Attended the National Middle School Conference representing Walden University/Laureate Online Education to deliver a presentation to interested educators about obtaining a new degree offered in middle level education.

Selected to sit on the NCATE Review committee for Saint Xavier University, 2004.

Selected to chair committee to develop district curriculum and community pamphlet on "Comparative Religions in the Classroom, Guidelines" for CCSD #15, Palatine, 1997.

Selected to be a member of CCSD #15 Reading and Writing Committee, 1995-1998.

Selected to be a "reader" and evaluator of essays submitted to Illinois Department of Education for the ISAT test, 1997-2000.

Selected to travel to the Southern Education and Library Board of Near Crewe, Cheshire Northern Ireland as a representative of CCSD #15, Palatine Illinois, June 1998. The program was created to develop a relationship between schools in the United States and schools in Great Britain, specifically Northern Ireland. During the two week stay, I had the opportunity to visit eight major communities that are run by the Southern Education and Library Board of Northern Ireland.

Selected to chair CCSD #21, Curriculum Validation Committee, representing Cooper Middle School, 1998.

Selected to serve as Executive Secretary for Cooper PTO Board, 1996-98.

Selected to be President of Cooper Middle School PTO, 1998-2000.

Selected to be a member of the Principal's Advisory Council Committee for Principal, Diane Cody, 1997-98.

Attended National Social Studies Conference, as a representative from Scott Foresman/Pearson Education, 1999. This conference unveiled the new National Social Studies Textbook for 4th grade. Included a 3 hour in-service for the sales representatives about what the series contained.

Computer Skills

Operating Systems: Windows XP Professional, NE, 95/98; Macintosh OS 9.

Equipment: Laptop computers, desktop computers, scanners, digital cameras, laser and inkjet printers scan devices for video display, LCD projectors, i-tunes, i-pod.

Software Applications/Languages: Microsoft Offices, Adobe Acrobat, Adobe Photoshop, FileMaker Pro, Netscape, Netscape Navigator/Communicator, Internet Explorer, Firefox, Google, ProQuest, Microsoft Outlook, Claris Home Page, Kid Pix, Inspiration, Kidspiration, Quick Time, Real Player, e-college, Blackboard, Stuff IT for Windows, Turnitin Plagiarism software.

Honors

Golden Apple Foundation for Excellence, nominee for 1997 Golden Apple Award.

Superintendent Communication Council CCSD #15 Employee Recognition Honor as Golden Apple Nominee, 1997.

Superintendent's Recognition Award CCSD #15 for Outstanding Achievement, 1997, 1998.

Board of Education CCSD # 15 Outstanding Achievement Medal, 1997

Board of Education CCSD #15, Outstanding Achievement Medal, 1996

CCSD #15 Foundation, Mini-Grant Award for Odyssey of the Mind, 1997

Northern Illinois University Certificate of Recognition for Outstanding Mentoring with a Student Teacher, 1997

Professional Affiliations

American Education Research Association

Association For supervision and Curriculum Development

National Middle School Association

International Reading Association

Roosevelt University Adjunct Professors Association

Association for the Advancement for Computing in Education

Learning Disabilities Association of America

References

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