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RESUMÉ

Educational Background:

<u>School</u>	<u>Degree</u>	<u>Date</u>
Keene State College Keene, NH	B. Ed. - English Major Social Studies Minor Science Minor	1963
University of New Hampshire Durham, NH	M. Ed. - English Major	1968
University of Massachusetts Amherst, MA	C.A.G.S., - Administration & Curriculum	1972
University of Massachusetts Amherst, MA	U.S.O.E. Fellowship Inservice Innovator Project	1973-74
University of Massachusetts Amherst, MA	Ed. D. - Administration & Curriculum	1974

Employment History:

1993-Present
Senior Researcher and
Facilitator for EVI

As senior researcher and facilitator for Educational Vistas, Inc., I directed the company in the development of software products for curriculum, instruction, and assessment, based on research and state learning standards and related performance indicators. In addition, I designed software management applications for the New York State Academic Intervention Services (AIS) mandate and No Child Left Behind (NCLB). Also, I worked with international and national assessments and developed both formative and summative assessments incorporating the items that are standards-based and balanced, objective items and performance tasks.

EVI training and staff development programs are under my supervision. As a facilitator, I work with administrators and teachers in customization and administration of assessments, analysis of results, and application to inform curriculum and instruction. I developed formats and processes for strategic planning, as well as site-based planning with data. I developed the EVI curriculum review process to strengthen curriculum alignment and articulation. My work has influenced education from Texas to New Hampshire.

1993-1996
Curriculum and Assessment
Consultant to NYC Schools
(District 9) and IBM

After an extensive search, IBM and the Chancellor of the New York City Schools employed me to direct all curriculum, instruction, and assessment initiatives in the poorest Congressional District in the nation, District Nine in the South Bronx. I was on loan from EVI during this period. Using a curriculum management system I developed titled the Results-Based Education Model Instruction Management System (RIMS), I trained with turnkeys over two thousand teachers in the development of integrated units, learning episodes (interventions), and scoring rubrics development. Also, I trained teachers in reading across content areas (RCA) to develop comprehension/reasoning/text pattern guides and vocabulary development techniques.

In addition, I trained administrators and site-based teams with parent and community participation in using assessment data and planning for improved student performance. With a defined curriculum within the RIMS software curriculum system, data analysis and application informed curricular and instructional adjustments.

1985-1993
NYS Assistant Commissioner
of Education

The New York State Board of Regents and Commissioner of Education appointed me to the position of Assistant Commissioner. My initial appointment gave me responsibility for Office of District Superintendents, School District Organization and Development. In this capacity, I worked with the 41 District Superintendents and their boards, particularly in the hiring process to fill vacancies in these very important positions.

In addition, I established the Effective Schools Consortium Network as the SED outreach for school improvement initiatives throughout the State. I worked with all of the major cities outside of New York City and regions during this period. With the advent of NYS learning standards, my office took on the responsibility of Quality Assurance through the Excellence and Accountability Program (EAP). To support school improvement, I brought the best of the best in research and practice into New York State through regional and statewide workshops and conferences. Also, I had responsibility for Title 1/PCEN and migrant education. During my tenure, the primary mission was field-based support to school districts. During this time, I brought in both Australian and New Zealand researcher and staff developers in early literacy, which included Dame Marie Clay.

1981-1985
Superintendent of Schools
Highland Falls-Fort
Montgomery CSD

I was appointed superintendent of school for the Highland Falls-Fort Montgomery Central School District. The district presented unique challenges due to its responsibility to serve all secondary students whose families reside at the United States Military academy on West Point (USMA). Also, the district provided educational services for secondary school students from the Garrison Union Free School District just across the Bear Mountain Bridge.

Aside from student safety and learning, my primary responsibility rested squarely on working with the military, U. S. Office of Education, and the Congress to secure funding. I spent many hours at the Pentagon and on the Hill to lobby for Federal Impact Aid (P.L. 81-874), which had suffered significant reductions both in Sections 2 and 3. Based on constant lobbying, I was able to effect a Section 6 Arrangement with the Department of Defense (DOD) to cover educational costs of students from USMA.

I instituted and staffed an assessment office within the district to support the development of a systemic, assessment system. Of particular importance was the generation of reports for data-driven decision making to the point of instructional delivery. The objective was to strengthen district and school culture through the integration of teaching, learning, and assessment.

A major staff development and programming focus was on early literacy, and to bolster this area, I brought in staff developers from the University of New Hampshire (e.g., Lucy Calkins, Mary-ellen Giacobbi, etc.) and independent consultants. I worked with Donald Murray, who gave this nation process writing, while a teaching and research assistant at the University of New Hampshire.

I instituted the use of computers in this early stage of technology development and software application in the school academic programs and in administrative offices. Also, I provided leadership in areas of staff and program evaluation. Budgeting and working with the board of education required extensive time and challenge.

In addition, the district's facilities and programs were in poor shape. I worked with staff, community groups, and local government to address all of the challenges. Significant improvements were made in all of the facilities.

1977-1981
Assistant Superintendent for
Instruction
Scotia-Glenville CSD

As assistant superintendent for instruction for the Scotia-Glenville Central School District I was responsible for grant writing, curriculum development, in-service training, assessment, and all Federally funded programs. I generated reports and trained staff in the use and application of data. Working with site-based teams and school data, I provided leadership for new and integrated programming for Character Education, Individualized Language Arts (ILA), process writing in collaboration with Atkinson Academy, the UNH experimental school for that served as the research base for Donald Graves and Lucy Calkins.

My experiences extended from setting up staff and program evaluation systems, to assisting in building board agendas with back up, and budgeting. In addition, I had my first experience in closing schools due to declining enrollment

1975-1977
Principal
Colonie Central HS

When I was appointed principal of the Colonie Central High School, it was one of the largest high schools in the Capital District. I experienced a 14-day strike on the first day of school in this new position. While I would not wish this experience on another person, it awakened sensitivity within me regarding the importance of the needs of staff. Once back into the building, I established excellent rapport with staff, and we were able to pursue changes identified in a survey and meetings I had with staff prior to beginning the position. I brought Jack Canfield (old colleague from U. Mass. now one of the authors of the *Chicken Soup . . .* series, to help heal the wounds of the strike. Canfield was a great success!

A guidance center, an alternative program to support apprenticeships, and an extended –day program were established to provide flexibility to meet student needs. Many dropouts returned with the advent of these new programs.

I worked with BOCES to implement programs from regional labs in the areas of nurturing higher level thinking abilities, questioning techniques, and using various taxonomies. Curriculum, instruction, and assessment were all strengthened which had positive impact on the organizational culture of the school. Other areas of responsibility focused on staff and program evaluation, budgeting, reporting, and working with parent and community groups and local government.

In addition, I served on a number of committees at local universities and associations, on of particular note was the Competency-Based Teacher Education Program in Other Languages housed at SUNY Albany.

1971-1975
Principal
Quabbin Regional MS/HS
Barre, MA

As principal of this regional school, I worked with exciting administrators in the system and staff at the University of Massachusetts. Also, I coordinated efforts in one of the most significant projects to transform an educational system through a results-based focus on learning, teaching, and assessment. I was trained in Management by Objectives/Results (MBO-R), Program-Planning-Budgeting System (PPBS), Program Evaluation Review Technique (PERT), and implemented George Redfern's program of job performance expectations/results as a basis for staff evaluation.

It was at this time that I was accepted into the doctoral program at U. Mass. Kenneth Blanchard was my doctoral advisor. His influence on my work was immense, particularly in the area of change management. This experience continues to have a profound affect on my ability to guide school districts and organizations in implementing change to the point of institutionalization.

This entire regional school system served as a lighthouse in the state, and I conducted numerous workshops in planning, staff and program evaluation, and research. In addition, I taught courses at the university.

1973-1974
USOE Fellowship
for Change Agency
University of Massachusetts

I was selected as one of twenty-one participants for this fellowship funded by USOE to train change agents. The fellowship was centered at U. Mass and included research and training with emphasis on application of knowledge. While much of the work was on developing effective school organization and change management, it also included significant work in the areas of instruction and assessment.

1967-1971
Language Arts Coordinator
Quabbin Regional SD

As the language arts coordinator for the district, I was responsible for staff and program evaluation, staff development, and state and national funded programs. I instituted training and program implementation in writing and reading as depicted within what was called the new English approaches. This included a heavy concentration in writing (i.e., process writing), reading in content areas, and comprehension strategies.

1966-1967
Teaching and Research
Assistantship
University of New
Hampshire

The assistant enabled me to work with Dr. David Draves and Donald Murray. In this capacity I taught classes and assisted in program evaluation. In addition, I worked with student teachers, and I ran initial supervisory techniques, especially the “Interaction Analysis Scale” created by Flanders and Amidon. During this time, I completed my master’s degree and wrote a thesis on the whole vs. part theory of learning.

1963-1966
English Department Head
New London Jr/Sr School
New Hampshire

I served as English department head and taught English courses at both junior and senior high school. As side from teaching responsibilities, I provided program coordination and articulation. This was my first experience with regional accreditation, which provided valuable insight, and experience in program evaluation. Also, I directed the drama club, debates, and guided students and staff in school publications.

1959-1963
College and Work

I attended Keene State College in Keene, NH where I majored in English with minors in social studies and science, and physical education. I used my G.I. Bill to finance my education, and I completed a machinist apprenticeship with the American Optical Company during this period.

Publications

“The Whole Versus the Part Method of Learning in Teaching the Short Novel” – Master’s Thesis, 1968.

“The Quabbin Story: An Experiment in Change” – Journal of Research and Development in Education, Volume 6, Summer, 1973.

The Quabbin Story: A Study of Conflict in Facilitating the Change Process in Education – Doctoral Dissertation, 1974.

“Model Writing,” Capital District Writing Project Newsletter, January, 1979.

“The Impact of Competency Testing on the Secondary School,” Impact on Instructional Improvement, NYS ASCD Publication, Volume 14, No. 4, Summer Issue, 1979.

“Setting Your Sails for Success: How to Pick Out a Goal and Get There,” Student Advocate, NASSP Publication, Volume 6, Number 8, April 1979.

New York State Education Department Publications (1985-1993)

“Guide to Comprehensive School Improvement Planning”

“Implementing Effective School Research for School Improvement”

“Establishing District and School Accountability”

New York State School Boards Association

“Implementing the Academic Intervention Services (AIS) Mandate,” Summer 2002

McCusker Group Publications (1993-2003)

Developing a Local Standards-Based Curriculum

Planning To Assess Acquisition of State Standards (PAASS)

The Results-Based Education Model (R-BEM)

Using and Applying Data To Improvement Teaching and Learning

Developing a District and School Formative Assessment System

The R-BEM Instructional Management System – Training Guide

Guide for District and School Curriculum Review

Military Service

United States Army paratrooper with the 101st Airborne Division – served in Asia (1955-1958)

Awards and Recognition

Parachutists Badge

Welterweight Golden Gloves Champion, 1959

Outstanding Young Men of America Award, 1971

Excelsior Chapter of the National Honor Society

Phi Delta Kappa

Certificate of Appreciation, NYS Congress of Parents and Teachers, 1978

Who’s Who in the East

Personalities of America

Men of Achievement

Community Leaders of the world, 3rd Edition

Marital Status

Married to Lenore Mary Crowder and have three grown and married children.

References

References will be provided on demand.