

CURRICULUM VITAE

Judy P. Shoemaker, EdD

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Citizenship:

United States of America

Certification:

- **Current**
 - Florida: Exceptional Student Education K-12, ESOL K-12 (Professional Certification renewed as of 7/2009)
 - Ohio: Special Education K-1 (10-Year Professional Certificate renewed 3/2003)
- **Previous**
 - Michigan: Special Education K-12 with endorsements in Psychology, Sociology, and Vocal Music (1983)
 - Indiana: Special Education K-12 with endorsements in Psychology, Sociology, and Vocal Music (1996)

Education:

- **Doctor of Education (2003)**: Nova Southeastern University – Fort Lauderdale, Florida (Child and Youth Studies National Cluster 106; Specialization in Management of Programs)
- **Master of Arts (1975)**: University of Saint Francis – Fort Wayne, Indiana (Special Education: Specialization in Special Education Curriculum Development)
- **Bachelor of Arts (1973)**: College of Wooster – Wooster, Ohio (Major: Psychology, Minor; Voice Performance)

Professional Interests and Skills:

- **Exceptional Student Education**
 - Extensive experience with all aspects of special education students and programs from Pre K through university
 - Expertise in educational policy and application to students at all levels of educational continuum (Pre K -12 through university)
 - Characteristics and identification of disabilities
 - Assessment and evaluation of student present levels of performance (PLP) and achievement expectations

- Educational and behavioral evaluation including those for individual students and overall programs
 - Family-professional collaboration to provide continuum of services between home and school
 - Instructional strategies and lesson design to meet individual student needs
 - Materials selection appropriate to student needs
 - Socialization and peer-interaction facilitator
 - Development of annual goals, short-term objectives, and individual benchmarks
 - Technology integration to facilitate and enhance learning
- Member of student evaluation, intervention assistance, and Individualized Education Plan teams
- Providing resources, instructional support, to Special Education teachers general classroom teachers, and school administrators
- **Document preparation and analysis**
 - Individualized Education Plans (IEP)
 - Quarterly Benchmark Assessment (QBA) reports
 - Functional Behavior Assessments(FBA)
 - Curriculum-Based Assessments (CBA)
 - Response to Intervention (RtI)
 - Student Portfolios and work sample files
- **Educational Program Design and Management**
 - Development of educational and support programs to meet targeted needs of students and organizations
 - Strategic planning, design, and implementation of special programs
 - Curriculum and educational program development, coordination, management, and evaluation
- **Data Analysis, and Student Evaluation**
 - Development of effective relational data management systems for teachers and school administrators to enhance standards-based data-driven curriculum design and instructional practice
 - Coordination of student assessment programs including accommodations / modifications to standardized and in-class assessments to accommodate student needs
- **Teacher Support, Training, and Modeling**
 - Design of continuing education, professional development, and site-school training programs
 - In-class instructional modeling and teacher mentoring
 - Student intern supervision and evaluation of new teachers
 - Pre-service undergraduate teacher education instruction
- **Technology and Distance Learning**
 - Cross platform computer software applications
 - WebCT, Embanet, Blackboard, Ecollege, compressed video, electronic documental storage, retrieval, and delivery, live-chat, audio-bridge, and both synchronous and asynchronous online course delivery, electronic file transfer, Outlook Web Access OWA), digital photography, interactive instructional technologies

- Expert internet search / research skills
- **Music and the Arts**
 - Enhancing leadership in education through arts-based models
 - Choral and instrumental conducting, church music program development including children, youth, and adult choruses, hand bell choirs, and worship planning
 - Choral clinician and adjudicator
 - Vocal solo performer
 - Music education, instruction, program development, private voice/piano instruction and audition preparation, and piano tuning and repair services
- **Other**
 - Strategic planning and program evaluation
 - Educational program evaluation, design, and student assessment
 - Public speaking and lecturing

Employment (University):

- **Liberty University**
 - **Graduate Education Program** (October 2007 to present)
 - Course Professor:
 - EDUC5 18: Understanding Educational Research and Assessment
 - EDUC 717: Qualitative Methods of Research
 - EDUC 621: Educational Assessment for Special Needs
 - Primary Course Manager:
 - Responsible for the management of four doctoral level research courses including faculty support, upgrading of course materials, and course design.
 - Instructional Mentor
 - Provide instructional support for approximately 20 distance learning faculty for the distance learning program.
 - Assist university with communication to rapidly growing faculty and student base
 - Conduct faculty evaluation and provide feedback for improvement
 - Dissertation Chair
- **Nova Southeastern University**
 - **Applied Research Office** (October 2005 to present)
 - Currently chair for 20+ doctoral students in a variety of concentrations across the spectrum of Fischler School of Education and Human Services doctoral programs.
 - Currently committee member for 15+ doctoral students
 - **Undergraduate Teacher Education Program (UTEP)** (August 2006 to present)
 - Adjunct professor for both Tampa and Orlando student centers
 - EDUC 3350: Survey of Exceptional Student Education
 - ESED 3560: Education of the Mildly Handicapped
 - ESED 3261: Families, Professionals, and Exceptionalities
 - ESED 4530: Education of the Mentally Handicapped
 - ESED 4550: Education of Students with Learning Disabilities

- **Warner University**
 - Adjunct Professor (January 2009 to present)
 - EDU 6020: Advanced Educational Assessment and Evaluation
- **Walden University**
 - Adjunct Professor (October 2008 to present)
 - 8015: Research Approaches
 - 7100: Doctoral Research Forum
- **University of Phoenix**
 - Adjunct Professor / Online Course Facilitator (March 2003 to present)
 - QNT 575: Measurement, Evaluation, and Ethics in Educational Research
 - EDD 577: Action Research
 - EDD 580: Action Research
 - MTE 561: Action Research
- **West Chester University of Pennsylvania**, West Chester, PA (August 2002 through July 2004)
 - Adjunct Professor of Education, Department of Early Childhood and Special Education (Undergraduate and Graduate)
 - EDA 230: Inclusion of Special Education Students in General Education Classrooms
 - EDA 280: Integration of the Arts – Enhancing Instruction through Arts Integration and Multiple Intelligences
 - EDA 541: Introduction to Special Education, Methods, and Practices (graduate)
 - University supervising faculty for 27 student interns in Special Education classes throughout greater Philadelphia area

Employment (K-12):

- **School Board of Polk County** (August 2004 to June 2009)
 - Crystal Lake Elementary School (August 2006 to present): Title I Program Facilitator
 - Responsibilities:
 - Maintaining all Title I Audit reports, data analysis, and test evaluation
 - Coordination of all ongoing and quarterly benchmark assessments for grades K through 5 including proctoring of testing for ESE students with accommodations
 - Co-coordinate all FCAT and SAT-10 testing preparation and security with Assistant Principal
 - Co-ordination of ESE and ESOL testing accommodations for all assessments including FCAT in conjunction with Assistant Principal
 - School-based trainer for Learning Focused Solutions model
 - Administrator FCAT testing for ESE students
 - Assisting ESE teams with IEP and other document preparation
 - Member of IEP team providing data and test interpretation

- Consulting with ESE teachers for instructional strategy and behavior management
- Serve as mentor for several at-risk students
- Serve as member of testing team for DIBELS, Peabody Picture Vocabulary Test (K through 5), and CELLA (all ESOL students)
 - One of two bi-lingual administrators of testing for Hispanic students for DIBELS
- Sole developer of on-site database for testing and school-related information for all students necessary to maintain instructional standards and FCAT demographics
- Disaggregation of all test and assessment data
- Training of teachers to utilize assessment data to plan instruction
- Co-author of school improvement plan for site school as well as author of all mid-year school improvement reports
- Sandhill Elementary School (August 2005 to May 2006): Title I Teacher Trainer (Position eliminated due to staff funding)
 - Responsibilities:
 - Coordinate all new-teacher training activities
 - Maintain records of both on-site and off-site teacher professional development records
 - Served as mentor for three first-year teachers with weekly meetings, classroom observations, and instructional modeling
 - Consulting with ESE teachers for instructional strategy and behavior management and providing instructional modeling
 - Serve as mentor for several at-risk students
 - Serve as member of testing team for DIBELS, Peabody Picture Vocabulary Test (K through 5)
 - Worked with ESOL staff during administration of all testing
 - Primary test administrator for ESE students in grades K through 3
 - Classroom proctor for both FCAT and SAT-10 test administration
 - Disaggregation of all testing and assessment data
 - Primary author of school improvement plan and all mid-year school improvement reports
- Dundee Elementary School (August 2004 to May 2005): Special Education Teacher, Developmental Primary Unit, Varying Exceptionalities (Unit closed due to re-zoning of school population)
 - Responsibilities:
 - All lesson planning, preparation, and delivery for developmental primary students with exceptionalities of autism, vision impairment, specific learning disabilities, attention-deficit-hyperactive disorder, hearing impairment, cognitive disabilities, and developmental delays for self-contained primary classroom ages 5 through 7.

- Design and implementation of all IEPs, FBAs, and other documents directly related to student goals and objectives as required by IDEA and Florida regulations for Exceptional Student Education
 - Design of individualized behavior management systems for each student
 - Work with parents to provide follow-through of instructional and behavioral goals and objectives
 - Served as consultant for inclusive classroom teachers with materials, strategies, and instructional modeling
 - Co-author of school improvement plan for site school
- **Other**
- East Allen County Schools, New Haven, Indiana (1993 to 1998)
 - Substitute teacher in all areas of instruction including exceptional student education and both choral and instrumental music classes
 - Resident accompanist, vocal coach, and choral clinician for Heritage High School vocal music department
 - Contract piano tuner and technician for schools throughout the district
 - Accompanist for yearly vocal / instrumental solo and ensemble competitions
 - Van Wert City Schools, Van Wert, Ohio (1984 to 1987)
 - Substitute teacher in all academic and special areas grades K through 12
 - Accompanist for yearly vocal / instrumental solo and ensemble competitions
 - Jackson Public Schools, Jackson, Michigan (1983 to 1984)
 - Substitute teacher in all academic and special areas grades K through 12
 - Van Wert City Schools, Van Wert, Ohio (1974 to 1982)
 - Special Education Teacher for self-contained varying exceptionalities class grades 7 through 12
 - Coordinated and authored first district-wide curriculum for special education students and gained state approval for programming
 - Implemented initial programs for inclusion and mainstreaming of special education students into general education classrooms
 - Responsible for all IEP and other federal, state, and local documentation requirements
 - Responsible for all planning, preparation, and instructional delivery
 - Developed individual and classroom behavior management systems
 - Worked with school guidance counselor and psychologists to implement first programs to reduce cultural and linguistic bias in testing for special education student placement
- **Private School Teacher**
- Cheryl Ann School, Celina, Ohio (1973 to 1974)
 - Responsible for all in-class planning, instruction, and management of developmentally and mentally challenged children ages 5 through 7 including life-skill training.
 - **Note – This school was part of the movement in the mid 20th century to segregate children with moderate to severe cognitive and developmental

deficiencies in schools and training facilities not connected to the local public schools. The children in this school averaged IQs below 50.

- Grueter Foundation, New Philadelphia, Ohio (1972 to 1973)
 - Responsible for all basic academic and life skill instruction of all residents ages 4 through adult in a residential facility for physically, developmentally, and mentally challenged individuals.
 - Young children (ages 4 through 6): Basic counting, colors, shapes, gross motor skills including walking, climbing stairs, self-feeding, personal hygiene, verbal communication, music, art, and rhythmic activities
 - Older children (ages 7 through 10): Speech and communication skills, beginning reading and math where applicable, gross motor skills including games and running, personal hygiene, social interaction, life skill instruction, pre-vocational training, art, music, and rhythm band.
 - Youth (ages 11 through 16): Communication skills and appropriate social verbal interaction, reading stories, pre-vocational skills, community based instruction experiences, art, music, and rhythm band.
 - Adults (ages 17 and up): Employment skills, cooking and recipe reading, meal planning, housekeeping, personal care, independent living skills, recreational skills, social interaction.
 - ****Note** –This school / facility was part of the institutionalization movement whereby children determined to be “retarded”, physically or multiply handicapped, or severely developmentally delayed were placed in residential facilities for care and training. This school was unique for its time in that it attempted to provide some academic and cultural instruction as well as preparation for youth and young adults to learn job/vocational skills for possible independent or group home living. I served as its first academic teacher and developed many of the programs that remained in place until the fire that destroyed the facility in the late 1980s. The facility was not re-built.
- Student Teaching / Internship (1972)
 - Ida Sue School, Wooster, Ohio
 - Student teaching/internship with all chronological and developmental ages for children with low to severe mental retardation (IQ below 50). Children in this self-contained and segregated school entered in pre-kindergarten, often as young as 18-months and worked with physical therapists, teachers, and occupational therapists through late adulthood including an in-house supervised sheltered work environment where they received pay for assembly work for local factories and businesses.
 - **** Note** - I was the first student teacher/intern from my undergraduate college to complete the student teaching experience in special education.

Early Childhood Experience:

- Week-Care Day Care, Van Wert, Ohio (1982-1984)
 - Worked with Pre-K children in a daily Pre-K program through an arts-based instruction focusing on rhythm, singing and the use of arts to develop pre-reading skills.

- Developed first music education program for a childcare center that offered preschool, daycare, and after-school care for children ages 2 through 12 including those with special needs and developmental, physical, and cognitive delays and disabilities.

Music and the Arts:

- **Music Instruction, Education Program Development, Coordination, and Management**
 - Development of children's and adult choir programs for children, youth, and ages adults in Ohio, Indiana, and Pennsylvania over a 25-year period
 - Dushore, Pennsylvania (1998 to 2001):
 - Founder and director of Sullivan County Children's Choir for children ages 7 through 12
 - Founder and director of the Endless Mountains Madrigal Singers. This group performed throughout the northeastern Pennsylvania area for Renaissance festivals, special community events, and various programs and was invited as featured performers at the Folger Library Shakespeare Festival at the Smithsonian in Washington, DC in 1999.
 - Decatur, Indiana (1987 to 1995)
 - Director of Music Ministries, First United Methodist Church
 - Responsible for building choral instrumental, and hand bell music programs for children, youth, and adults ages 3 and up including festival choir and orchestra for community-based Christmas musical productions.
 - Coordination of all worship service music for three services per week as well as special events such as summer Bible school and holiday programs.
 - Van Wert, Ohio
 - Director of Children's Music Ministries, First Presbyterian Church (1985 to 1987)
 - Responsible for building and directing choir program for children ages 8 through 12.
 - Responsible for coordinating and directing children's summer music activities for ages 3 through 12.
 - Youth Music Director, First Methodist Church (1974 to 1976)
 - Responsible for building and directing youth choir and worship theater program for youth ages 10 through 16
 - Private Voice and Piano Instructor (1975 to present)
 - Providing private voice and piano instruction with emphasis on developing lifetime vocal health techniques and performance skills
 - Preparation and coaching for solo performances, competitions, college and professional auditions
 - Piano Tuner/Technician (1985 to present)
 - Tuning and repair of all acoustical pianos using Sanderson Accu-Tuner
 - Authorized Baldwin and Yamaha service technician

- **Corporate and Educational Leadership Training (2002 to present)**
 - Co-owner of the Philharmonic OrganizationTM (TPO). This corporation is dedicated to enhancing corporate and educational leadership through integrating the arts using the orchestra and choir as a model for effective organizational communication.

Professional Affiliations:

- Council for Exceptional Children (CEC)
- American Educational Research Association (AERA)
- Society for the Advancement of Management (SAM)
- National Association of Teachers of Singing (NATS)

Community Service:

- Pottstown, Pennsylvania: Relay for Life
- Pottstown, Pennsylvania: Toys for Tots, Marine Corps League Auxiliary
- Lake Wales, Florida: Lake Wales Chorale
- Polk County Florida: Parent-Teacher Organizations (Dundee Elementary School, Sandhill Elementary School, Crystal Lake Elementary School)

Research Interests:

- At-risk Children and Youth: Completion of a four-part study on the affects of music and music media as they relate to aggression and violent behavior; initial study completed during doctoral program
- Technology skills for students in K through 12 including classroom-based learning software for ESE students to facilitate basic academic skill development in reading and math
- Investigation of current technology trends in teacher education programs
- Effectiveness of arts-based instructional program for special needs students and adults
- Integration of multiple intelligence theory into special education curriculum development

Professional Interests:

- Personal improvement of computer proficiencies across operating platforms
- Tutoring of computer and navigation skills to area senior citizens
- Tutoring students in APA style formatting
- Assisting educational and other no-profit organizations with long range and strategic planning
- Development of teacher-education and professional development programs focusing on methodologies and strategies for facilitating special education students in inclusive classrooms

Personal Hobbies and Community Interests:

- Family and church activities
- Community chorus program development the children, youth, and adults
- Personal music performance and improvement of solo performance skills
- Sewing and wedding gown design

- Renaissance re-enactment activities
- Travel, gardening, and landscaping

References:

<p><u>Dr. Marcia Skopp</u> (Doctoral Admissions Coordinator) Fischler School of Education and Human Services Nova Southeastern University 1750 NE 167th St. North Miami Beach, FL 33312 800-986-3223 skoppm@nova.edu</p>	<p><u>Joseph A. Griffin</u> (Principal) Crystal Lake Elementary 700 Galvin Dr. Lakeland, FL 33801 863-499-2966 joe.griffin@polk-fl.net</p>	<p><u>Dr. David Weintraub</u> (Area Coordinator, Applied Research) Fischler School of Education and Human Services Nova Southeastern University 732-95-3639 (Home) daweintraub@nova.edu</p>
<p><u>Dr. Judith Mesler</u> (Chairperson, UTEP Exceptional Student Education) Fischler School of Education and Human Services Nova Southeastern University 1750 NE 167th St. North Miami Beach, FL 33312 800-986-3223 mesler@nova.edu</p>	<p><u>Dr. Elizabeth Brennan</u> (Field Associate, Applied Research) Fischler School of Education and Human Services (Home) 4801 Arthur Street Hollywood, FL 33021 954)-612-6637 brennan@nova.edu</p>	<p><u>Donald and Gloria Broadwater</u> (Friends: Pastor and wife) 318 Terranova Blvd. Winter Haven, FL 33884 863-875-1475 broadwaters@hotmail.com</p>
<p><u>Kerry Chapman</u> (Assistant Principal) Crystal Lake Elementary 700 Galvin Dr. Lakeland, FL 33801 863-499-2966 kerry.chapmn@polk-fl.net</p>	<p><u>Lisa Tucker</u> Teacher, Crystal Lake Elementary School Polk County Schools 863-499-2966 lisa.tucker@polk-fl.net</p>	<p><u>Dr. Christopher Long</u> Former Dissertation Student 917-716-7052 profclong@aol.com</p>

Publications and Presentations:

1. **Affects of Music Lyrics and Video Images on Social Behavior Patterns of Adolescents: A Retrospective Study of the Reflective Opinions of Adult Male Prison Inmates**

Summary: This paper examined past research and perspectives relating to the suspected adverse affects of violent and sexually explicit music and music video s

on adolescent behavior. This initial study was conducted in a medium security federal prison facility for adult males.

Rationale: With more than 1000 studies having been conducted on the affects of music and media on violent youth behavior, with no causal-effect being determined, it was determined to attempt to view this social concern from a different perspective. An investigation of the music and media preferences of adults as adolescents and comparing them to contemporary youth preferences may provide an insight into how those already in the justice system view the influence of music media on their behavior choices.

Presentation: This paper was presented at the 2006 International Conference on Civic Education; Research and Practice in Orlando, FL.

2. **The Philharmonic Organization: A Symphony of Harmonious Communication**

Summary: The central theme of this paper is to present the importance of establishing communication in organizations through the perspective of the concert musician and music organizations. The paper also examines the importance of communicating the place and importance of each individual in the organization with the outcomes of the final performance.

Rationale: The concept is that not only is it essential to have each member of the organization “on the same page” but also to have them literally and figuratively be on the same beat of the same measure of the same page of the same composition, all hearing the same directions at the same time and using common language understood by all.

Presentation: This paper was presented at the 2005 conference for the Society for the Advancement of Management.

3. **Artistic Leadership**

Summary: This paper investigates the importance of demonstrating leadership in the classroom and elsewhere using principles and strategies learned through the performing arts.

Rationale: The focus is to enhance educational outcomes, inspire learning, and provide examples for the leaders of tomorrow through the practices learned in the performing arts.

Presentation: This paper was presented at the 2005 conference for the Society for the Advancement of Management.

4. **Next-Generation Preparation for Teacher Education** (Co-Authored with Dr Tracy Clark – Nova Doctoral Graduate 2004)

Summary: The purpose of this paper is to describe an improvement model for teacher preparation that incorporates the use of tools such as Blackboard.com. As a result of this modeling, pre-service teachers can collaborate with both K-12 teachers and university teacher education faculty to incorporate next-generation learning strategies which include a myriad of telecommunication and distance learning delivery systems.

Rationale: This dynamic collaboration between students, their mentors, and faculty has been shown to enhance K-12 student academic performance, teacher planning, and pre-service instructional technology integration skills.

Presentation: This paper was presented at the 2004 Association for Advancement of Computing in Education SITE conference

Research in Progress:

1. **Affects of Music Lyrics and Video Images on Social Behavior Patterns of Adolescents: A Comparative Study of the Reflective Opinions of Adult Male and Female Prison Inmates with those of Male and Female Juvenile Offenders**

Summary: This study, currently in progress, will continue the initial work of the male inmate study by comparing the reflections of adult male and female prison inmates with those of juvenile offenders as to how they perceive the role of music to be or have been on themselves, their behaviors, their arrests, conviction, and confinement for criminal behavior.

Rationale: This final comparative paper will be of value to those working with at-risk youth, parents, teachers, social workers, and community leaders by enabling them to consider the long-term affect of various music and entertainment genre popular with contemporary adolescents from diverse backgrounds, cultures, and communities.

Anticipated Completion: January 2008

Unpublished Research:

1. **Dreadlocks, Blue Eyes, and Baggy Pants: Perspectives in Musical Diversity Based on the Interest in Contemporary Hip-Hop Culture by White Adolescents**

Summary: This paper investigated the cross-over phenomena of white adolescents to the predominately Africa-American hip-hop culture. The investigation includes rationales for these phenomena and affects on adolescent development, cross-cultural social interaction, and diversity acceptance through contemporary music, dress, dance, and other lifestyle choices.

Rationale: This paper is also of interest to educators and counselors working with at-risk adolescents in diverse environments.

2. **The Musician's Multiple Intelligence: A Perspective on Music Acquisition**

Summary: This paper presents an investigation of Howard Gardner's theory of Multiple Intelligence as it pertains to the acquisition of music skills. It discusses how each of the various intelligences is present and observable within the contexts of music skill acquisition and development.

Rationale: The rationale for this paper includes perspectives that could be applied to other areas of learning and is of interest to educators in developing effective teaching strategies that incorporate multiple intelligence theory.

3. **Downbeat to Finale: Musical Perspectives in Organizational Leadership**

Summary: This paper provided the initial research for the published and presented papers *The Philharmonic Organization: A Symphony of Harmonious Communication and Artistic Leadership* previously summarized and presented at the 2004 Society for the Advancement of Management conference. It presents the foundations for how

organizations of all types can benefit from the lessons learned and mastered by musical organizations and the performing arts.

4. The Inclusion of Comprehensive Arts Education Programming in Public Schools: A Political Analysis

Summary: This paper was the result of a political analysis project that discussed methodologies for positively affecting school policy change toward the inclusion of comprehensive arts education programming.

Rationale: This paper presents the positive impact of arts programming, importance to diversity acceptance, and the overall value of the arts on student achievement.