Instructional Portfolio

Steven M. Baule, Ed.D., Ph.D.

Courses Taught

- **Dominican University (1996 – 2005), Graduate School of Library and Information Science**
  - Reference and online services
  - Media services and production
- **Loyola University of Chicago (2002), School of Leadership and Educational Policy Studies**
  - Technology for school administrators (developed course)
  - Assisted in 2003 NCATE Review for LEPS Department
- **National Louis University (2014)**
  - Physical education and health methods (undergraduate)
- **Northern Illinois University (2011-2012), Educational Leadership**
  - Introduction to educational administration
- **Northern Illinois University (1995 – 2008), Educational Research, Technology & Assessment**
  - Cataloging and classification of library materials (three versions)
  - Instructional technology management (developed course)
  - Introduction to educational research
  - Introduction to instructional technology
  - Organization and management of libraries (developed course)
  - Networking for educators (developed course)
  - Web site development (developed course)

Internships & Practicums

Educational Administration
- Ed.S., Concordia
- Ed.D., Aurora University
- Ed.D., Concordia
- Ed.D., National Louis University
- Ed.D., Northern Illinois University
- M.Ed., U of Illinois
- M.Ed., Concordia
- M.Ed., Northern Illinois University

Library Science
- MLS, Northern Illinois University
- MLS, Dominican

Instructional Technology
- M.Ed., Northern Illinois University
- B.S., Judson University

Dissertations

- University of Phoenix (2015 to Present)
    - Doctoral Dissertation
    - Doctoral Seminar
    - Doctoral Project

- Completed Dissertations
    - Stephens, W. (2016). Government IT Team Effectiveness at Navy Enterprise Networks: A quantitative study. University of Phoenix (committee member).

    - Zimmer, M. (2016). USAF Family Medicine Physicians: Measuring satisfaction factors affecting retention. University of Phoenix (committee member).

Books Published

- *Protecting the Frontiers of Empire: The Officers of the 18th (Royal Irish) Regiment of Foot during Its American Service, 1767 to 1776:* Ohio University Press, 2014.
- *Social Networking for Schools* w/ Julie E. Lewis. Santa Barbara, CA: ABC-Clio, 2013.
- *Facilities Planning for School Library Media and Technology Centers.* 2nd Ed. (Professional Growth Series) Worthington, OH: Linworth Publishing, 2007.
- *Case Studies in Educational Technology and Library Leadership.* (Professional Growth Series). Worthington, OH: Linworth Publishing, 2005.
- *British Army Officers Serving in the American Revolution: 1775-1783.* Bowie, MD: Heritage Books, 2004.
- *Technology Planning for Effective Teaching and Learning*, 2nd Ed. (Professional Growth Series). Worthington, OH: Linworth Publishing, 2001.
- *Facilities Planning for School Library Media and Technology Centers.* (Professional Growth Series) Worthington, OH: Linworth Publishing, 1999.
- *Technology Planning.* (Professional Growth Series). Worthington, OH: Linworth Publishing, 1997.
- *A Reconstructed Songbook for His Majesty's 55th Regiment of Foot.* Champaign, IL: Folump Enterprises, 1995.
- *A Brief Look Back at Ft. Atkinson, Iowa and the Year 1843.* Fort Dodge, IA: Fort Dodge Historical Society, 1992.
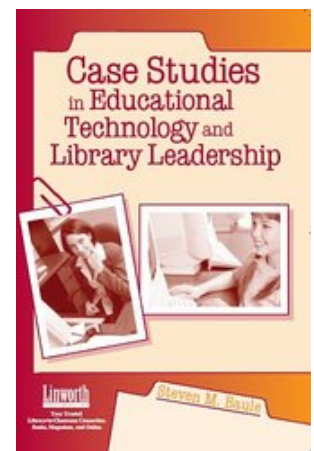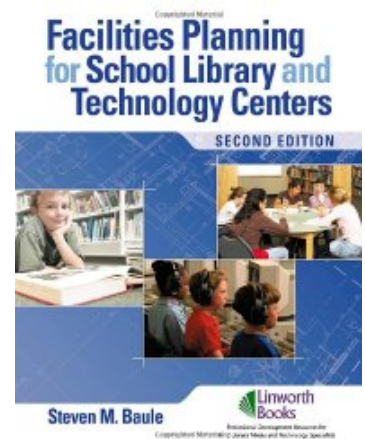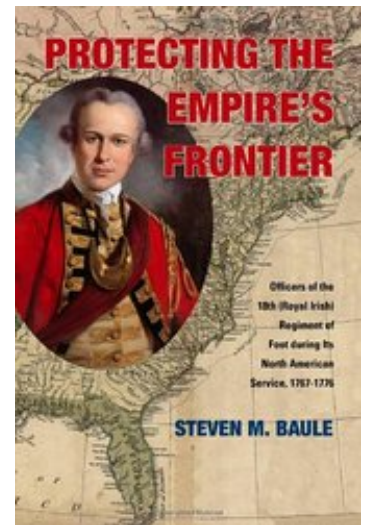
Editorial Efforts
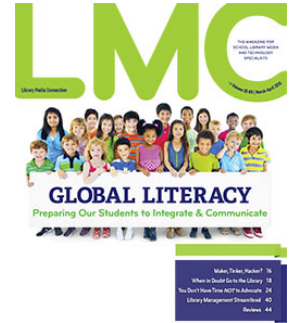
- *School Library Connection* Advisory Board, 2015 to Current
- Linworth Publishing, Advisory Board, 1998 – 2015
- Peer Reviewer, *Library Media Connection*, 2007 – 2009
- Electronic Editor and Webmaster, Company of Military Historians, 2009 - Present
- Follett Software, Inc. Advisory Board, 2005 - 2006
- Editorial Board, *Journal of Early American Wars and Armed Conflicts*, Cantadora Press, 2005 - 2007
- Historical Book Reviewer (Early American Wars), Company of Military Historians, 2004 - 2010
- Co-Editor, *Knowledge Quest*, 31 (1), September/October 2002
- Historical & Technology Book Reviewer, Linworth Publishing, 1995- 2003
- *Media and Methods* Software Awards Committee, 1998 – 2003
- Editorial Board, *Technology Connection*
    1996-1998

Software Developed

Editor, *US Constitution Tutor,* Northbrook, IL: Word Associates, 1994.
Author, *Geometry: Terms*, Northbrook, IL: Word Associates, 1993.
Author, *Geometry: Triangles*, Northbrook, IL: Word Associates, 1993.
Author, *Cell Biology*, Northbrook, IL: Word Associates, 1992.

Diversity Efforts

- Increased minority employment of Muncie Community School staff above the county average for all types of employers
  - Increased the number of minority staff in leadership positions by 33% (6 to 8)
  - Increased the number of minority support staff by 125% (7 to 16)
- Collaborated with IUPUI to apply for several grants to increase the number of minority students in STEM teaching fields
- Collaborated with Ball State University's Teachers College to increase diversity of BSU candidates placed in MCS schools for practicum and student teaching assignments
- Began first minority teacher recruiting efforts at MCS in conjunction with Director of Diversity, DiLynn Phelps
- Supported Take Ten for Cultural Competency at MCS staff meetings
- Instituted Spanish courses for staff at North Boone along with ESL courses for parents to improve communication and partnership
- Made hiring Spanish speaking staff a priority for North Boone
- Hired first bilingual principal in Westmont; hired first female high school administrator in Westmont's history
- Supervised directed South African exchange partnership with ZBTHS for two students annually to attend ZBTHS and summer travel to South Africa by ZBTHS staff
- Increased minority IT staff at New Trier from zero to four
- Oversaw translation of school documents into Spanish and Korean including website for Glenbrook South (similar work was done at ZBTHS, Westmont, and North Boone)

Honors and Awards

- NAACP Award for Diversity and Cultural Competency Development, April 2016
- White House ConnectED Superintendents Summit participant, 2014
- University of Illinois' Van Miller Distinguished Scholar Practitioner Award, 2013
- Certificate of Recognition from the Illinois General Assembly's House of Representatives, 2013
- Honorary Chapter FFA Degree, North Boone FFA, 2013
- Fellow, Company of Military Historians, 2012
- Company of Military Historians, Commendation Award, 2011
- Metropolitan (IL) Library System, Outstanding Advocacy Award, 2010
- Honorary Chair, Westmont Relay for Life, 2009
- One of Ten Top Tech Savvy Superintendents by *eSchool News*, 2009
- Named to *2000 Outstanding Intellectuals of the 21st Century*, International Biographical Center at Cambridge, UK, 2008
- Marquis' Who's Who in the World, 2009 – Present
- Who's Who in America 2000 – Present
- Who's Who in American Education, 6th Ed – Present
- ASBO Certificate of Excellence in Financial Reporting awarded to CUSD 201, 2006 - 2010
- PBIS, Best Middle School Culture Award for WJHS in 2007; WHS was honorable mention in HS category in 2007
- Certificate of Recognition, American Legion, Department of Illinois, 2005
- ICE Web Showcase Award Winner, 2003
- AASL School Library Program of the Year, 2000
- School Librarian of the Year, North Suburban Regional (IL) Library, 1997
- First Runner-Up, Information Technology Program of the Year, Gale Research/Multimedia Schools, 1997
- ISLMA Library Innovation Award, 1996
- Glenbrook Risk Capital Grant to investigate the impact of educational software on higher order thinking skills in English courses, 1994
- Outstanding History Graduate, Loras College, 1988
- Governor's (IA) Cup to Outstanding Military Graduate, 1987

Certifications

- Illinois Teaching Certification, Superintendent   Issued 8/2001
- Illinois Teaching Certification, General Administration   Issued July 1995
- Illinois Teaching Certification, Special Teaching, K-12   Issued 8/1991
- Illinois Teaching Certification, Secondary Teaching   Issued July 2001
- Illinois Teaching Certification, Elementary Teaching   Issued July 2001
- Illinois Teaching Certification, Provisional Vocational   Issued July 2012
- Indiana Teaching Certificate, Superintendent   Issued July 2015
- Iowa Teaching Certificate, Secondary   Issued July 1988
- Iowa Teaching Certificate, District Administrative   Issued December 2009
- Missouri Superintendents Career Level Certificate   Issued 2010
- New Jersey Superintendent Certificate   Issued 2014
- Virginia District Administrator Certificate   Issued 2014

- Illinois Firefighter I   Awarded June 1993
- Illinois Firefighter II   Awarded January 1995
- Certified Novell Netware Administrator   Awarded January 1998

Sample Syllabi

- Introduction to Educational Administration

- Educational Technology Administration

- Reference and Online Services

- Technology for Educational Administrators

- Introduction to Educational Research

- Methods for Physical Education and Health

Sample Case Studies

- [Student Speech](#)

- [Staff Reassignment](#)

- [Student Residency](#)

- [IT Standardization](#)

- [Mac v. PC](#)

- [Technology Audit](#)

Introductory Assessment

Content Area	I have no idea	I have a vague recollection of this topic	I have a working knowledge	I have expertise in this area
Action research				
Documentary research				
Experimental methodologies				
Qualitative research				
Sampling techniques				
Descriptive statistics				
Inferential statistics				
Validation and reliability				
Use of scholarly online resources				
Use of scholarly print resources				

What are your questions? What would you like to learn about in this class?

Name _____

Phone number _____

E-mail address _____

Current position _____

Current program_____

Anything else I should know _____

Rubric Example:
Career Aspirations Paper

	Exemplary	Satisfactory	Less than Satisfactory
Thesis (6 pts)	Student clearly states his/her goal(s) and aspirations in becoming an educational leader at the building level and/or beyond and the reasons behind those goals.	Student states his/her goal(s) and aspirations in becoming an educational leader at the building level and/or beyond but does not mention the reasons behind those goals.	Student does not reflect on goals or aspirations in becoming an educational leader at the building level.
Analysis (6 pts)	Student analyzes his/her skills, including strengths and areas for improvement, and the implications for becoming an educational leader at the building level and beyond.	Student analyzes his/her skills and the implications for becoming an educational leader at the building level and beyond. Includes strengths or areas for improvement.	Student does not discuss his/her skills, strengths and/or areas for improvement.
Synthesis (5 pts)	Student draws connections between his/her skills, personality, his/her professional and life experiences, and his/her influence on his/her leadership aspirations.	Student discusses but does not always draw connections between his/her skills, personality, his/her professional and life experiences, and his/her influence on his/her leadership aspirations.	Student does not discuss all the areas or does not draw connections between self, professional experiences, and own leadership aspirations.
Reflection (5 pts	Student reflects on his/her core beliefs, the type of leader they want to become, and the challenges and benefits involved. Student identifies and appraises past influences (people, books, events, etc.) that have shaped his/her thinking.	Student reflects on his/her core beliefs and the type of leader they want to become. Student identifies but does not appraise past influences.	Student fails to reflect on his/her core beliefs, the type of leader they want to become, and/or the challenges and benefits involved. Student does not identify or appraise past influences.
Mechanics, Usage, Grammar, Spelling (3 pts)	The paper contains few errors and uses consistent citations and styles throughout (e.g., APA).	The paper contains more than three errors and/or reflects inconsistent uses of proper citations and styles.	The paper contains serious or numerous errors and/or is confusing regarding the message

Rubric Example:
Board Meeting Observation

	Exemplary	Satisfactory	Less than Satisfactory
Purpose of observation: the observation demonstrates the student's ability to observe, analyze and draw conclusions of an educational governance group. (5 pts)	Student identifies stakeholders and the informal and formal structures of power present at the meeting. Student demonstrates insights which reflect the activities and structures of the relationships in a school governance agency.	Student identifies stakeholders and provides some insights into the relationships in school governance but the description lack depth of understanding or is incomplete.	Student fails to clearly identify, and/or omits, one or more major stakeholders or lacks insights into the relationships in school governance.
Rigor of the evidence (5 pts)	Student thoroughly describes the handouts, physical environment, stakeholders present, and openness of the meeting. Traditions and rituals are described.	Descriptions of settings and interpersonal dynamics are incomplete.	Student fails to provide a thorough observation of the handouts, physical environment, stakeholders present and interpersonal dynamics. Traditions and rituals are not described.
Reflection: requires observation of the dynamics, power structure and multiple agendas of a board of education meeting. (5 pts)	The student draws connections between self, research, course materials, educational leadership and the meeting observed.	Student draws some connections but they are incomplete or are not well-supported.	Connections between self, research, course materials, educational leadership and the meeting observed is tenuous or non-existent.
Analysis (4 pts)	The student analyzes the decisions made, his/her impact on the educational community, and the informal structures of power present at the meeting.	Student analysis has some credible, logical arguments but they are not well-supported.	The student does not analyze the decisions made, his/her impact on the educational community, and the informal and formal structures of power present at the meeting.
Cohesiveness (4 pts)	The report is cohesive. The student's writing demonstrates an understanding of the complex issues and dynamics of a school board meeting.	The report has all the parts but lacks consistent flow and/or support.	The report is awkward. The student's writing does not successfully demonstrate an understanding of the complex issues and dynamics of a school board meeting.
Mechanics, Usage, Grammar, Spelling (2 pts)	The paper contains few errors and uses consistent citations and styles throughout (e.g., APA).	The paper contains more than three errors and/or reflects inconsistent uses of proper citations and styles.	The paper contains serious and numerous errors and/or is confusing regarding the message

Sample Mid-term Study Guide
Intro to Educational Administration

- Understand and be able to explain the various types of school districts in Illinois
- Understand and be able to explain the various ways to provide special education services
- Be able to discuss the history of Illinois and federal education development and cite major pieces of impactful legislation
- Articulate a Board of Education's primary responsibilities and current significant issues.
- Articulate a superintendent's primary responsibilities and current significant issues.
- Articulate a principal's primary responsibilities and current significant issues.
- Describe the three basic types of funding that Illinois school districts receive.
- Articulate four of the basic functions of a manager and give an educational administrative example of each.
- Understand and be able to explain Theory X, Theory Y, Theory Z, Hawthorne Effect, Herzberg, Taylor, Weber, Demming, Hersey & Blanchard, Maslow, Blake and Mouton, OCAI, and their implications on educational administration.
- Be able to describe the difference between line and staff positions.
- Explain the impact of climate, span of control, informal leaders, decision making models, cultural models, etc. on educational leadership and administration.
- Be able to discuss the types of organizational communication and how to use each effectively.

Research Exam Questions

Since your peers now all know you to be an expert on research methodology. Please answer one of the following:

• Your principal wants to improve reading scores with the new Wizard Reading Program. She wants you to help her design a research model to show that the sixth graders using the new program are more successful. How would you analyze the results? (Be as detailed as possible.)

• The superintendent would like to have you write a history of your school for its upcoming centennial. How would you go about gathering your data? (Be as detailed as possible.)

• A school board member would like to know if athletic participation has an effect on drop out rate. How would you design such a study? How would you analyze the results? (Be as detailed as possible.)

• Your science department chair asks you to help gather information as to what other high school science departments are teaching around the state. How would you design such a study? How would you analyze the results? (Be as detailed as possible.)

• A veteran comes to you and asks for you to help him design a study to determine if service in Vietnam had an impact on college grade points of those servicemen and women who went to college after the service. What should you look for when critiquing a literature review? (Be as detailed as possible.)

• Your business manager wants to know if the new spelling program is really worthwhile. How would you go about setting up a study to determine the cost-benefit of the Spelling for Life Program as opposed to Barney Spells Purple with a P? What should you look for when critiquing a literature review? (Be as detailed as possible.)

Thank You

If you have questions or comments,
please contact me at
smbaule@gmail.com