

MICHAEL J. TUDOR

EDUCATION

DOCTORATE OF EDUCATION, COLUMBIA UNIVERSITY, Teachers College

Dissertation: The Presentation of a Design Method for Education: Syntax, An Interactive Learning Medium for Vocabulary and Syntactic Patterning Acquisition

MASTERS DEGREE, COLUMBIA UNIVERSITY, Teachers College

International and Comparative Education

Masters Essay: Value Education (SHUSHIN) in Japan

BACHELOR OF ARTS, BOSTON UNIVERSITY, College of Liberal Arts 1962

Pre-Medicine – Biology Major

National Science Foundation Research Fellow: Mast Cells Research

EMPLOYMENT

1998 – Present

TUDOR PRESS

61 East 66th Street

New York, New York 10021

Publisher of Children's Books and Instructional Materials
for teachers and parents of elementary school children

1970 – 1998

TEACHER AND TEACHER TRAINING

BEDFORD CENTRAL SCHOOL DISTRICT

Mt. Kisco, New York 10549

Language Arts Specialist

2nd, 3rd, and 4th Grade Teacher

(Refer to Details of Administration and Teacher Training Experience)

1969 – 1970

RESEARCH: Computer Assisted Instruction on CAI-1500

COURSEWRITER Center for Systems and Technology in
Education at Teachers College, Columbia University

1968 – 1969

TEACHER TRAINING: M.A.T. PROGRAM MODELS OF TEACHING BRUCE JOYCE

Teacher Supervisor at Teachers College, Columbia University

1968

TEACHER TRAINING: PROJECT CHILD

Center for Urban Education – Microteaching

(Curriculum to Heighten the Intellectual and Language Development)

1967

TEACHER TRAINING: U.S. PEACE CORPS TRAINING OFFICER (Columbia and Atlanta University)

1966

TEACHER 6th, 7th GRADE SCIENCE BEDFORD SCHOOLS

TEACHER: New Horizon Junior High

135th & Amsterdam Avenue, NYC Science Teacher

1962 – 1964

PEACE CORPS VOLUNTEER: OYO, NIGERIA, WEST AFRICA

Teacher of Biology and Zoology for London University's General Certificate
Examination FORM VI, French and University Hospital, researcher and
laboratory blood bank technician

EXPERIENCE AT THE BEDFORD CENTRAL SCHOOL BOARD

LANGUAGE ARTS SPECIALIST – MULTI-AGE GROUPINGS

When a team teaching, open-spaced, multi-aged grouped, differentiated staffed school was proposed in Bedford School District, I undertook the administration and implementation of their language arts program. As the Language Arts Specialist for ten years at this experimental school, I was responsible for the reading, spelling, penmanship, literature, composition, and study skills program. The school had 400 children, included teacher training and program evaluation. I had 16 professional teachers, 16 teaching assistants, and 10 teacher aides. I was responsible for the school budget in language arts and for managing the training of teachers in multi-aged grouped classrooms. West Patent was a successful experiment and became a model school in New York State.

TEACHER TRAINING PROGRAM DEVELOPMENT FUNDING

I participated in founding of Professional Growth and Staff Development Services by the Bedford School Board. As the Language Arts Specialist with 400 children many in need, the Superintendent granted a reading position worth some \$18,000 to my building. Instead of a hiring a person, through my efforts and those of my building principal whose dissertation was on professional growth and development, this amount was put into in-service teacher training on a yearly basis.

This led to our board establishing a committee entitled Professional Growth and Development Committee for each school in the district (5 elementary, 1 middle school, and 1 high school). PG & D instigated a continuous learning process through teacher's careers. Each school was budgeted \$5,000, available for faculty members' research and study projects.

As one of the founders of PG & D, I served on and occasionally chaired that committee which involved the adjudication and allocation of funds to appropriate projects. My experience on PG & D member kept me current on educational theory and practice.

ESTABLISHED AND FUNDED A STAFF DEVELOPMENT CENTER

In addition, I participated in grant writing for \$80,000 yearly funding of a Staff Development Center for our 300 faculty members. This center succeeded and continued by being funded through the district.

AUTHOR OF GRANT FOR ELEMENTARY SCHOOL LIBRARY

The author of a grant establishing a new structure of libraries which would permit easier learning of the Dewey Decimal System by establishing Dewey Decimal Centers in the libraries. Students would find all forms of information (books, software, and A V) in library centers designed by Dewey Decimal Number. The grant brought \$23,000 to an elementary school library. Mrs. Jones, an outstanding librarian, created the model library-media center at West Patent Elementary School, Bedford, New York.

EXPERIENCE AT THE STATE TEACHER TRAINING LEVEL

SCIENCE TEACHER TRAINING

This involved teacher training at the state level project, where over a five-year period, I was one of the developers of the CIMS (Curriculum Instructional Management Systems) Science Program. It is a science curriculum designed to provide hands-on science experiences in classrooms while at the same time meeting New York State's new state science testing requirements.

DIAGNOSTIC USE OF WORD PROCESSING SPELL CHECKERS

I provided a model at the International Reading Association on writing, spell checkers, and microcomputers. My teacher training workshop involved how one could analyze spelling errors recorded by the word processor to diagnose learning difficulties.

EXPERIENCE AT THE FEDERAL TEACHER TRAINING LEVEL

For both Columbia University, Teachers College and Atlanta University, Moorehouse College, I was a U.S. Peace Corps Teacher Training Officer. I was responsible for the student teaching and training of volunteers for service in Africa

EXPERIENCE AT COLUMBIA UNIVERSITY TEACHER TRAINING

Bruce Joyce's MODELS OF TEACHING: MICROTEACHING AT COLUMBIA UNIVERSITY (CENTER FOR URBAN EDUCATION)

Under the direction of Professor Helen Robison, I videotaped pre-school teachers and their classrooms and met with teachers to develop microteaching strategies. Following years worked with Bruce Joyce and Marsha Weil on the Models of Teaching Project where students with a bachelor's degree received a masters in education.

SUMMARY OF EXPERIENCES IN THE CRITICAL EVALUATION AND USE OF INSTRUCTIONAL STRATEGIES

Having been both a member and leader of workshops in the following programs over two decades, I learned the process of taking the strengths and recognizing the weaknesses of each from actual implementation and evaluation of their use in the classroom:

Romalda Spalding's Writing Road to Reading
Random House's High Intensity Reading
Croft Word Analysis and Croft Reading Comprehension System Johnson
and Johnson's Cooperative Learning Strategies
Donald Grave's Writing, A Process Approach
Bank Street College's Thematic and Learning Center Approach
Madeline Hunter's Keeping Students On Task
Affective Domain's Magic Circle
Bureau of Cooperative Educational Services: CIMS Science Project
Helen Robison's PROJECT CHILD
Bruce Joyce's Models of Teaching
Katherine O'Donnell's Microteaching
Jon Saphier's The Skillful Teacher
D. Hornsby's Whole Language
Matching Teaching Style with Learning Style
Nebraska Literature Plan
Weehawken Writing Plan
Degnan's: Learning Abilities Rather than Disabilities
Papert's Mindstorming and LOGO Project
New Zealand Whole Language Project
D'Nealian Handwriting
Daily Oral Language Dictations
Integration of the Elementary School Curriculum
New York State MATH STANDARDS IN EDUCATION
New York State LANGUAGE ARTS STANDARDS IN EDUCATION
Reading Recovery
Math Our Way

COMPUTER INSTRUCTIONAL DEVELOPMENT

In the seventies, I worked with IBM at the Thomas Watson Research Facility in Yorktown, New York on the development of Coursewriter. It was a computer language for letter discrimination activities for four year olds.

In the nineties, I worked with Globalearn.org in the development of the website which has come to serve children all of the United States. In 1994, I represented Globalearn at the G-8 Meeting on International Education And Technology in Parliament Headquarters in Brussels, Belgium by presenting how the Internet can be used to help children all over the world learn about each other.

EXPERIENCE IN TRAVEL

WORLDWIDE: Asia, Middle East, Africa, South America, Europe, North America

Extended Stay - Japan, Thailand, Nigeria, Bolivia, France, Ireland, Canada

Brief Stay - Nepal, Korea, Hong Kong, Philippines, Jordan, Turkey, Gabon, Egypt, Panama, Ecuador, Peru, Greece, France, Italy, Denmark, Germany, England, Scotland, Austria, Guam, India, Iran, Turkey

EXPERIENCE IN TRAVEL WRITING

Travel Writing for USA TODAY: Guam Articles and Calcutta Article - Gannett Newspapers

AUTHORSHIPS AND WRITINGS

Holt Diagnostic Reading Test, B. Theobald, Editor
 Random House's Enjoying Writing, J. Pierson, Editor
 Random House's Spotlight on Writing, S. Kelley, Editor
 Tudor Press, Spell Well Program, CLOZE Booklets, and Math Program

DRAMA

Experimental Theatre Company, Cafe LaMama
Community Theatre Ensemble (Chappaqua, New York)
Bedford Schools: 3 productions per year

DEVOTED TO ECOLOGICAL AND HISTORICAL PRESERVATION

Own and operate an organic farm in Hope, New Jersey (30 yrs)
Central Park Historical Society (student nature programs developed)
Bedford Riding Lanes Association
Explorers Club - Past Director of Student Programs/Past Library Chair
Explorers Club – Started video archive of Guest Speakers on
Ecology/Nature/Exploration

MEMBERSHIPS**PROFESSIONAL**

New York Academy of Science, East 63rd Street, New York
National Council of Teachers of English, Urbana, Il.
International Reading Association, Newark, Delaware
Association for Supervision and Curriculum Development

ADVOCATIONAL

Explorers Club, East 70th Street, New York
American Quarter Horse Association, Amarillo, Texas
Bedford Riding Lanes Association, Mt. Kisco, N.Y.
Alliance Française, East 60th Street, New York