

Cori Woytek
Western Colorado University
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Education

- 2008-2010 Gwynedd-Mercy College, Gwynedd Valley, PA
Master of Science, Reading
Action Research Capstone: "The Effect of Question-Answer-Relationship (QAR) on the Reading Comprehension of Third-Grade Students"
- 2000-2005 Colorado Mesa University, Grand Junction, CO
Bachelor of Arts, Magna Cum Laude, Liberal Arts, Elementary Teaching

Research Interests

- Best Practices in Reading and Writing Instruction
- Technology Integration in the Classroom
- Questioning Strategies to Promote Higher Level Thinking
- Brain-based Learning
- Best Practices in Mentoring Pre-service Teachers
- Co-Teaching
- Effective Mentoring
- Use of video in growing reflective teachers

Certification/Qualifications

- Elementary Education, K-6, State of Colorado
- Elementary Education, K-5, State of New Jersey
- Reading Specialist, K-12, State of Pennsylvania

Professional Experience

2015-present **Lead Clinical Coach & Lecturer, Western Colorado University**

Design & Delivery of Instruction through Blackboard/Canvas

- Student Teaching EDUC 409/410/459/609/610/615/619
- EDUC 405/605: Curriculum and Assessment
- EDUC 404/604: Learning Environments
- EDUC 402: Reading, Comprehension, Vocabulary & Fluency
- EDUC 684: Materials and Motivation for Reading

Lead Clinical Coach

- Restructured teacher licensure residency year-long experience by designing a robust a cohort model with scaffolded supports
- Revised our program guidebooks provided to residents and their mentors to guide them through the residency year
- Recruited regional coordinators when needed
- Designed and co-led regional coordinator summer training sessions
- Revised our Regional Coordinator Training manual yearly based upon program changes and RC needs
- Planned and facilitated Summer Licensure Orientation for incoming residents
- Liaised with Edthena, video platform, to build and facilitate online coaching for residents throughout the year
- Developed and maintained collaborative relationships with regional coordinators and mentors
- Planned and led weekly Clinical Coach team meetings, providing training and supports as needed
- Provided consistent messaging to Clinical Coaches to send to stakeholders (residents, mentors and regional coordinators) throughout the year
- Chaired the search committees for the Director of Educator Licensing (spring 2018) and Director of Educator Preparation (spring 2020) searches
- Trained the incoming Director of Educator Licensing (May 2018) and current Director of Educator Preparation (2020-2021 academic year)
- Participated in weekly standing meetings with the Director of Educator Preparation to complete projects and move residency team work forward
- Collaborated with department faculty to design end of program surveys

Regional Coordinator

- Supported, communicated, and collaborated with 3-6 local residents and their respective mentors in Gunnison Elementary and Crested Butte Community School
- Conducted weekly walk-throughs, observations, and in-classroom support as needed
- Guided meetings and goal setting & reflection for 4 Continuous Improvement Cycles throughout the year

2011-2015

Mentor Program Coordinator & Lecturer, Western Colorado University

Design & Delivery of Instruction

- Student Teaching EDUC 409/410/459/609/610/615/619
Facilitated the reflection process as students completed their residency requirements and hours, kept in frequent contact with students to offer/deliver support, provided detailed and individualized feedback on documents uploaded from the guidebook to help guide student reflection, learning, and growth
- Redesigned (2014) and taught EDUC 340: Brain-Based Learning, Motivation, and Achievement
Redesigned to meet the needs of the students and incorporate the state's new evaluation system for practicing teachers. Modeled active engagement, brain-based learning, effective lesson planning and delivery, and professionalism

skills, integrated technology, helped develop writing skills, and monitored students' field experiences.

- EDUC 400: Foundations for Literacy: Phonology
- EDUC 402: Reading Comprehension: Vocabulary and Fluency

Mentor Program Coordinator

- Designed and co-led regional coordinator summer training sessions
- Recruited regional coordinators when needed
- Developed and maintained collaborative relationships with regional coordinators and mentors
- Developed a Regional Coordinator Training manual
- Planned and facilitated Summer Licensure Orientation for incoming residents
- Developed/revised our program guidebooks provided to residents and their mentors to guide them through the residency year
- Oversaw and guided 100+ residency placements by communicating with mentors through the mentor database support team meeting updates and frequent email and phone communication
- Supervised 13 regional coordinators
- Designed and maintained Tk20 field experience binders for 100+ licensure students, a student teaching information database

Regional Coordinator

- Supported, communicated, and collaborated with 3-6 local residents and their respective mentors in Gunnison Elementary and Crested Butte Community School
- Conducted weekly walk-throughs, observations, and in-classroom support as needed
- Guided meetings and goal setting & reflection for 4 Continuous Improvement Cycles throughout the year

2006-2011

St. Rose of Lima School, Haddon Heights, NJ, Third Grade Teacher

- Taught third grade curriculum subject areas, which included language arts (reading, writing, grammar, spelling, phonics, handwriting), math, science, and religion, while meeting New Jersey State Standards
- Evaluated student learning and retention through a variety of formal and informal assessments
- Administered the DRA II reading assessment to each student quarterly to assess reading skill growth throughout the year
- Differentiated instruction and developed interactive/hands-on learning activities in all content areas
- Designed and implemented centers to reinforce skills learned in whole-class instruction
- Assisted student learning through Guided Reading, focusing each small group lesson on specific areas of struggle
- Conferenced with students in a one-on-one setting to provide feedback on work or reinforcement of difficult skills
- Incorporated technology into many lessons across the curriculum, which include use and knowledge of the computer, typing skills, internet searches, and use of a classroom blog

- Collaborated with colleagues to discuss and share ideas for instruction and assessment
- Professional Development Coordinator and designer for faculty development in the areas of Guided Reading and Writers' Workshop
- Third Grade Team Leader, Middle States Association of Schools and Colleges re-accreditation
- Language Arts Team Leader, Middle States Association of Schools and Colleges re-accreditation
- Language Arts Curriculum Team Leader

Summer 2010 **Honickmann Learning Center, Philadelphia, PA, Graduate Student/Reading Specialist Candidate**

- Performed a full battery of reading tests on two middle school students to assess and analyze their reading abilities. The test battery included CORE Phonics Survey, Burns/Roe Informal Reading Inventory, Morrison-McCall Spelling Scale, an informal writing assessment, and the Reader Self-Perception Scale
- Interpreted the tests to determine reading levels, as well as areas of strengths and weaknesses
- Compiled a formal written report for each student. Expressed findings from the tests and gave suggestions and interventions to improve student achievement in the areas of alphabetic skills, reading and decoding, spelling skills, word recognition in isolation and in context, fluency, retell, comprehension, written expression, and self-perception
- Developed a five-week scope and sequence for each student to address weaknesses in the areas of phonics and word identification strategies, fluency, vocabulary, comprehension, and written expression
- Developed and implemented interactive lessons addressing the necessary skills providing the students with plenty of practice and repetition of those skills
- Evaluated student progress daily through formal and informal assessments to track progress
- Used assessments to guide future instruction
- Implemented curriculum-based assessments to assess progress after five weeks
- Completed a final report describing what instruction took place, the progress that was made, continued areas of weaknesses, and recommendations for future instruction

2005-2006 **St. Patrick's Elementary School, Woodbury, NJ, Third Grade Aide**

Professional Presentations and Professional Development

Renga, I. P., Kamberelis, G., Axtell, A., Woytek, C. & Forrest, C. (2020, Apr 17 - 21) *Understanding and Improving Opportunities for Specialized Content Knowledge Learning Among Specials Candidates* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/wgeyrl7> (Conference Canceled)

"Engaging Pre-Service Teachers in Reflective Conversations Across Diverse Settings," Spring 2020 American Association of Colleges for Teacher Education, Atlanta, GA

“Reflection and its Central Role in Effective Teacher Preparation,” Spring 2019 National Field Experience Conference, Greeley, CO

“Utilizing Video to Encourage Self-Reflection in a Yearlong Residency Program,” Fall 2018 Colorado Association of Teacher Educators (CATE), Denver, CO

“Integrating Colorado’s Teacher Quality Standards,” Fall 2014 Colorado ED Summit, Denver, CO

“Designing High Quality Customizable Professional Learning in the Digital World,” 2012 ASCD Annual Conference, Philadelphia, PA

“Integrating Reader’s and Writer’s Workshop into the Curriculum,” St. Rose of Lima School, Haddon Heights, NJ

“The Effect of Question-Answer-Relationship (QAR) on the Reading Comprehension of Third-Grade Students,” Gwynedd-Mercy College, Philadelphia Campus, Philadelphia, PA

“Assessing Reading Levels Using DRA II,” St. Rose of Lima School, Haddon Heights, NJ

Publications

Parker, I.R. et al. (In preparation). Supporting the development of specialized content knowledge for teaching specials In Bernhardt, P.E, Conway, T., & Richardson, G., *Effective Clinical Practice: Preparing Mentor Teachers and University-Based Educators to Support Teacher Candidate Learning and Development*. Publisher: TBD.

Western Colorado University Service

Member, Academic Policies Committee, Fall 2011

Chair, Selection and Retention Committee, Teacher Education Program, 2011

References

Dr. Gaye Jenkins
Former Education Department Chair
Western Colorado University

Suzanne Ball
Western Regional Coordinator
Western Colorado University

Laura Crittendon
Mentor Teacher
Gunnison Elementary School

Alissa Tower
Former Director of Educator Licensing
Western Colorado University

Bernadette Janis, EdD
Former Principal
St. Rose of Lima

Steven Hogan
Penn Literacy Network
University of Pennsylvania