

# KHRISTIAN E. KAY

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An autonomous & accomplished team leader adept at developing & guiding diverse teams to deliver highest performance while bolstering esteem and competencies. Advocate for students of all ages & in providing the strategies to become successful learners. Fervently committed to lifelong learning & personal, spiritual, & professional growth & development. Proven ability to deliver innovative & student-centric solutions that fully address the complexities of learning. Ardent visionary incorporating project based, "hands on", activities to further engage the learning development & processes. Offer a unique experience in the convergence of academic instruction with behavior management within the paradigm of education. Extensive experience providing research-based instruction emergent technologies with constructivist & cognitive pedagogies.

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**Education:** **Cardinal Stritch University, Milwaukee, WI – ABD - 2005**  
Ed.D. of Education in Leadership for the Transformation of Learning and Service

**Cardinal Stritch University, Milwaukee, WI – 2001, 2003**  
Licensure in Educational Leadership - 2003  
M.Ed in Educational Computing - 2001  
M.A. in Special Education - 2001

**Marquette University, Milwaukee, WI - 1996**  
B.A. in Education  
B.A. in English  
B.A. in English: Writing Intensive

**Milwaukee Area Technical College, Milwaukee, WI - 1992**  
A.S. in Environmental Science

**US Military Experience:** **United States Navy – Veteran: Honorable Discharge - 1981**  
Petty Officer 2<sup>nd</sup> Class - E5 - USS Enterprise CVN-65 – Pacific Fleet

**Research & Publications:** **“Why is our children not learning?” The devolution of school: a Historical -& Phenomenological study of American Educational Practice**  
- current meta-analysis research

**“Any day you can walk away from is a good day: *Divining: the spirituality of education* Stories from the frontlines of Special Education”**  
- current meta-analysis research

**“therademics” The Effects of a Therapeutic/Academics Curriculum as a School-Wide Intervention in the Behavior Disruptions of Emotionally/Behaviorally Disabled Students**  
- action research presented at the annual Special Education Conference - 2001  
published 2001 Cardinal Stritch University

**“What Are We Going To Play Today?” The Effects of Computer Based Education as an Intervention in the Behavior Disruptions of Emotionally/Behaviorally Disabled Students**  
- action research presented at the annual Classroom Technology Conference - 2001  
published 2000 Cardinal Stritch University

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**Licensure:** 811 Learning Disability PK-12 300 English 6-12  
830 Emotional/Behavior Disorders K-12 405 Computer Science  
10 Supervisor/Coordinator/Director of Instruction 51 K-12 Principal

**Certification:** Nonviolent Crisis Prevention & Intervention (NCPI) Instructor

**Teaching  
Experience:**  
(K-12)

**Special Education**

**Crisis Team Leader/Instructor**

**Coordinated Arts Cross Categorical**

**Destination Imagination Coach**

Kennedy Middle School • Germantown, WI •

2002 to present

Developed and supported an emergent cross content/cross categorical special education position that focused on bridging Coordinated Arts classes with exceptional educational needs with responsibility for staff training and professional development, educational quality control, lesson development, research and child-centric crisis prevention.

- **Teaching:** utilized Gardner's theory of Multiple Intelligences; Papert's ideals of constructivist/technology; and Piaget's behavior theories when developing lesson plans and classroom activity outlines. Assisted general education teachers with their classroom instruction in a constructivist & technologically rich environment. Taught strategies and modification techniques through modeling and the use of hands-on problem solving techniques, constructive projects and other activities.
- **Staff Development:** designed behavior modification research tools for prescriptive-diagnostic teaching. Created and maintained an intranet for teachers to share their resources; lessons; and projects through electronic portfolio assessment. Reviewed and recommended *Discrete Trial* programs for implementation into the classroom and school setting. Presented workshops for computer related enhancements to record keeping to staff.
- **Curriculum Development:** Provided weekly lesson plan meetings with the Coordinated Arts educational teams, strategies and material were incorporated into the classrooms' unit plans and the school-wide themes. Designed relevant student-centric unit plans representative of Technical Arts, Family & Consumer Education, Spanish, Exploratory Art, Music Appreciation, Health, etc.
- **Special Projects:** developed an electronic FACE sheet that allows for incoming 5<sup>th</sup> graders to be smoothly integrated into the middle school. Developed a "Student Profile" database allowing for all teachers to access educational information regarding special students.
- **Coaching:** Destination Imagination middle school level to regional, and state championships and global participation.

**Teaching  
Experience:**  
(K-12)

**Educational Technology Coordinator  
Special Education Coordinator  
Curriculum & Staff Development Chair  
Computer Teacher  
Summer School & Summer Recreation Supervisor**

St. Aemilian-Lakeside, Inc • Milwaukee, WI •

1998 to 2002

Developed and supervised an emergent technology curriculum that focused on therapeutic-academics with responsibility for staff training and professional development, budgetary management, educational quality control, lesson development, research and child-centric crisis prevention.

- **Teaching:** utilized Gardner's theory of Multiple Intelligences; Papert's ideals of constructivist/technology; and Piaget's behavior theories when developing lesson plans and classroom activity outlines. Taught students using various computer software programs to reinforce their classroom instruction in a constructivist & technologically rich environment Taught life skills and social skillstreaming through the use of hands-on problem solving techniques, constructive projects and other activities.
- **Staff Development:** designed behavior modification research tools for prescriptive-diagnostic teaching. Created and maintained an intranet for teachers to share their resources; lessons; and projects through electronic portfolio assessment. Reviewed and recommended software programs for implementation into the classroom and school setting. Presented workshops for computer literacy to staff, community members and parents through the use of hands-on problem solving techniques and advanced computer programming through hands-on work, multi-media presentation software, web design, computer technology and repair, network development and maintenance
- **Curriculum Development:** Supervised weekly lesson plan meetings with the educational teams, strategies and material were incorporated into the classrooms' unit plans and the school-wide behavioral objectives themes. Designed relevant student-centric unit plans representative of Multi-Cultural Awareness History, Family Roles & Responsibilities, focusing on the specific needs and attitudes of "at-risk" youth. Created a curriculum for Literature and Poetry (with a main focus on "behavior modification
- **Special Projects:** developed an electronic Functional Behavior Assessment tool along with cross-curricular/content unit plans that encompassed the entire school. Developed WebQuests, internet based instruction, and other means to integrate technology into our students' education. Formed a "Computer Club" where students learned how to build, repair and design computers; understand their various architectures and provide for a student run "service department."

**Teaching  
Experience:**  
(K-12)

**Special Education Resource Teacher**  
**English & Media Communications Teacher**  
**Vocational Transition Counselor**  
**WIAA Wrestling Coach**

Ethan Allen School for Boys • Wales, WI •

1995 to 1998

Maintained IEPs and E-Team Evaluations in accordance with state and federal guidelines. Designed a transitional sequence for incarcerated youth to enter post-secondary education via local colleges; assisted in proctorship and tutoring while they remained incarcerated. Provided educational assessment and recommendations for Special Education students.

- **Teaching:** utilized Gardner's theory of Multiple Intelligences when developing lesson plans and classroom activity outlines to teach diverse profile of students ranging from complete illiteracy skills to advanced post-secondary skills; performed as a remedial reading teacher for older students. Taught basic computer literacy through the use of hands-on problem solving techniques and advanced computer programming through hands-on work (utilizing: LOGO, BASIC, HTML, JavaScript & JAVA Bean).

- **Special Projects:** Developed and taught multi-media curriculum related to film & video production, digital editing (linear and non linear), multi-media presentations software, HTML design, and Internet web design, computer technology and design, computer repair, network development and maintenance. Provided instruction in accordance to WIAA regulations for Varsity and Junior Varsity Wrestling team.

- **Curriculum Development:** Designed relevant student-centric unit plans representative of Black History, Women's History, Perspectives & Relationships, and Essay Development focusing on the specific needs and attitudes of incarcerated youth. Created a curriculum for Literature and Poetry (with a main focus on "behavior modification").

- **EEN Resource:** Special Needs evaluator and assessor; organized Evaluation Teams and IEP planning; proficient in assessment tools: (DTLA-4, KTEA Comp, KeyMath, WISC III)

<b>Teaching Experience:</b> (Adult Education)	<b>Adjunct Professor</b> Lakeland College - Kellett School of Lifelong Learning; • West Allis, WI • 2002 to present  ED 702 <b>Organization &amp; Operation of American Schools</b> ED 341 <b>Children's &amp; Early Adolescent Literature</b> ED 230 <b>Educational Psychology</b> EN 325 <b>Multi-Cultural American Literature</b> EN 222 <b>Survey of American Literature II</b> GS 111 <b>Fundamentals of Public Speaking</b> GS 112 <b>Persuasive Writing</b> GS 136 <b>Humanities</b> CS 100 <b>Introduction to Computers</b>
	<b>Professor of General Studies</b> University of Phoenix - Wisconsin Campuses; • Brookfield, WI • 2001 to present Recipient: 2004 "Outstanding Faculty of the Year" Award  COMM/105 <b>Introduction to Effective Written Communication</b> COMM/110 <b>Introduction to Oral Communication</b> COMM/470 <b>Communicating in the Virtual Workplace</b> GEN/101 & 102 <b>Skills for Lifelong Learning, I &amp; II</b> GEN/300 <b>Skills for Professional Development</b> GEN/480 <b>Interdisciplinary Capstone Course</b> TEC/401 <b>Human Factors in Technology</b> PHL/251, MGT/350, CSS/335 <b>Critical Thinking/ Decision Making/ Computer Logic</b> WEB/300/350/400/410/420 <b>WEB Applications/Programming &amp; Design I, II, III</b>
<b>Community Outreach:</b>	<i><b>AIDS &amp; STDs: Teen Awareness Project</b></i> <i><b>"Technology for Luddites"</b></i> Introduction to Computers - Part I and II <i><b>"Using Computers and the Internet to Enhance Learning"</b></i> Educational Principles <i><b>"Fun with PowerPoint"</b></i> Advanced Multimedia Principles <i><b>"Word processors, Spreadsheets, and Email, Oh My!"</b></i> - Intermediate Computer Skills • ongoing support for Waukesha County Volunteer Outreach Program <i><b>Critical Thinking &amp; Decision Making</b></i> <i><b>"The 3 Tells"</b></i> Essay & Speech Writing Strategies <i><b>"Personal Mission Workshop"</b></i> Life Time Skills management <i><b>"The Maquis Enigma"</b></i> : Team Building through 'Activity Based' Learning Strategies • ongoing support for Milwaukee County Foster Parent Education Program

**Presentations  
&  
Workshops:**

**"But I *didn't* have sex! *Debugging the Myths of Teenagers, AIDs and STDs* "  
A Criticism of Current Sex Education Methodologies**

- 7th Annual Seminar on Leadership, Service and Learning - Milwaukee, WI - 2005  
Presented at the annual Leadership Conference Cardinal Stritch University
  - Examining the truth behind current sexual practices of Teenagers
  - an open forum in discussing and discovering *the transmission and prevention of*
    - AIDs, STDs, and other *communicable* diseases
    - What are current "Best Practices"? How do we incorporate effective educational practices in today's "fear" laden climate?

**The Dancing Wu Li Masters Go To School: Observing: the perils, pitfalls & physics of the autistic student - *best practices for full inclusion***

- 39th Special Education Conference - Oshkosh, WI - 2005  
Presented at the annual Special Education Conference
  - The playing field of American education is changing. We have to become both more differentiated and individualized in our educational delivery: this seems paradoxical.
  - Pitfalls of linear thinking which wreak havoc with interpretations of social situations.
  - These are some of the pitfalls which make the autistic student struggle with the nuances of everyday life.

**"School Sucks! *Reengaging our students as life-long learners* "**

- 39th Special Education Conference - Oshkosh, WI - 2005
- 37th Special Education Conference - Oshkosh, WI - 2003  
Presented at the annual Special Education Conference
  - How have our definitions of ethics hindered or helped our children?
  - What can we do to facilitate our children in advocating for their own education?
  - Has technology changed our perspective of education? Schools? Teaching methods?
  - What is the discourse for learning? teaching? Whose "standards" do we bear? How are we accountable? Who should be accountable?
  - How do we develop schools that in the words of iconoclastic pop culture "don't *suck*"?

**"Any day you can walk away from is a *good day: Divining : the spirituality of education*  
Stories from the frontlines of Special Education"**

- 37th Special Education Conference - Oshkosh, WI - 2003  
Presented at the annual Special Education Conference
  - What does it mean to be a student advocate?
  - What is the impetus of "Special Education", of "Exceptional Educational Needs", of "Regular" education? How will this affect what we know? What we learn? How we teach?
  - How do we stay true to our convictions, maintain our principles and integrity?
  - What are our roles as "Evaluation Team Members"? What can we do? Whose side are we on? *And who drew up these sides?*
  - What is the mission of the 21<sup>st</sup> Century teacher?

**Presentations  
&  
Workshops:**  
(continued)

**“Who Am I? Why Am I Here? & What Can I Do?:**

**Defining your mission in the education of our children”**

- 37th Special Education Conference - Oshkosh, WI - 2003
- 36th Special Education Conference - Oshkosh, WI - 2002
- 35th Special Education Conference - Oshkosh, WI - 2001
- 34th Special Education Conference - Oshkosh, WI - 2000
- 33<sup>rd</sup> Special Education Conference - Oshkosh, WI - 1999

Presented at the annual Special Education Conference

- an open forum in discussing and discovering our own individual mission statement as to why we are or have become, or desire to be teachers.
- as “paradigms shift” we are left with the vulnerability of not being prepared. We are left questioning our most fundamental beliefs concerning the American educational process

**“Perception is Reality”: Critical Thinking & Managerial Decision Making**

- Quarterly “Seminars for Success”

- Examine the importance of critical thinking in decision-making
- Identify positive and negative influences on decision-making
- Apply decision-making techniques and individual/group problem solving

**“therademics: Developing a Therapeutic-Academics Curriculum”**

- 25th WI Council for Children with Behavior Disorders - Madison, WI - 2001

Presented at the annual WICCBD Conference

- 36th WI Council for Exceptional Children - Wausau, WI - 2001

Presented at the annual Education Convention

- 35th Special Education Conference - Oshkosh, WI - 2001

Presented at the annual Special Education Conference

- an open forum in discussing a research based approach to positive behavior reinforcement
- a constructivist approach to skill oriented, cross-content curricula which teaches self-advocacy skills; interpersonal skills; and social behaviors

**“The Totem Project” a Cross-Curricular, Multiple-Intelligences’ Based Spiritual Journey**

- 36th Special Education Conference - Oshkosh, WI - 2002

Presented at the annual Special Education Conference

- 25th WI Council for Children with Behavior Disorders - Madison, WI - 2001

Presented at the annual WICCBD Conference

**“What Are We Going To Play Today?”**

- 12th Classroom Technology Conference - Oshkosh, WI - 2001

Presented at the annual Classroom Technology Conference

Utilizing Gardner’s theories of MI combined with emerging technologies, discuss how computers allow students to develop social skills; master fundamental reading, writing, and math skills; and how this technology bridges content and curricular areas.

**Presentations  
&  
Workshops:**  
(continued)

**“Why won’t you just teach us?: Debugging the Myths of LD” -**

- 34th Special Education Conference - Oshkosh, WI - 2000

Presented at the annual Special Education Conference

- an open forum in discussing the concepts of Learning Disabilities as an cultural and social construct developing means to reform the current methods of education

**“The Special Education Potluck: What will you bring to the table in the 21<sup>st</sup> Century?”**

- 33<sup>rd</sup> Special Education Conference - Oshkosh, WI - 1999

Presented at the annual Department of Corrections education conference & the Special Education Conference

- an open forum in discussing and discovering our own individual mission statement as to why we are or have become, or desire to be teachers.

**“Writing: Through Any Means Necessary”**

- International Correctional Education Association, Houston, TX - 1997

Presented at the International Conference of the Correctional Education Association

- integrating emergent technologies into cross-curricular education
- developing through discussion means to reform the current methods of education

**Professional  
Affiliations:**

**CPI Nonviolent Crisis Prevention & Intervention (CPI)**  
**Association for Supervision and Curriculum Development (ASCD)**  
**Education Leader’s Council (ELC)**  
**Center for Education Reform (CER)**  
**Council for Exceptional Children (CEC)**  
**Council for Children with Behavioral Disorders, (CCBD)**  
**Division for Learning Disabilities (DLD)**  
**Technology and Media (TAM)**  
**Autism Society of America (ASA)**  
**Special Education Technology Practice (SETP)**  
**National Association for Multicultural Education (NAME)**  
**Dialogues in Methods of Education (DIME)**  
**Henry L. Palmer Lodge #301 (F&AM)**  
**Consistory: Scottish Rite (AASRF)**  
**National Network for Youth**  
**Youth Today**



## References:

Janet Vert Director of Academic Affairs  
Phoenix University – Wisconsin Campuses  
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[janet.ver@phoenix.edu](mailto:janet.ver@phoenix.edu)

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Phoenix University - Wisconsin Campuses  
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Melissa Koehler, Director  
Lakeland College – Milwaukee  
Work: (414) 476 6565

Peter Jonas, Ph.D.– Chairperson, Doctoral Program,  
Cardinal Stritch University.  
Work: (414) 410 4000

Dr. Donna Recht – Chairperson, Educational Leadership Department,  
Cardinal Stritch University.  
Work: (414) 410 4000

Ann Alcorn – Reading Teacher; Franklin School district  
Work: (414) 463 1880 #153

Elizabeth Braun – Reading Specialist; Waukesha School District  
Work: (414) 463 1880 #145

Steven D. Roy – President & CEO Thomas Moore High School  
Work: (414) 481 8370 #130

Gary Hetzel – Principal; Vanguard School  
Work: (941) 676 6091

Thomas Haack - Teacher Supervisor; Ethan Allen School  
Work: (262) 646 3341 #286

Debbie Liebert - Associate Vice President; Masterson Co  
Work: (414) 647 1132

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Home: (414) 228 8650