

Statement of Professional Goals for Victor Montemurro

In September 2001, I began my third year as a technology staff developer for the Patchogue-Medford School District on Long Island. Previously, for the past twenty-four years, I had taught secondary English on all skill and grade levels for the same district. This year in September 2002, I returned to the middle school classroom to teach seventh grade English at South Ocean Middle School in the P. – M. District.

Until 1989, I worked as a drama and theater specialist on the high school level while teaching English full time as well. I developed an approved, credit bearing "Introduction to Theatre Arts" course of study; taught acting, voice, movement, and Shakespeare within the English Department curriculum; and I also supervised and directed an after school integrated theater arts program including children's theater, Shakespeare performance, musical theater, design, and technical theater. I left the high school in 1989 for personal and family reasons; my two daughters needed my presence, and my wife was completing her education to pursue teaching.

I spent the next ten years teaching middle school English and providing make-up services to the middle school musical program. I am proud to say that I became known as "the make-up man." During that time, I also served for three years as a middle school English department lead teacher.

In 1996, I purchased a PC and sought to become computer literate. I incorporated use of the computer and Internet in my classroom practice. When the position of technology staff developer opened in my district in 1999, I knew I was qualified. I applied and was accepted.

I now find myself at the age of 49 capable of providing leadership, information, and guidance to those teachers who need staff development in curriculum, technology, and communication. Primarily focused on instructional leadership, I believe that I can be an effective leader of staff developers and curriculum writers, as well as a mentor to teachers beginning their careers. I want to continue to explore the role of technology in education, collaborative learning, and authentic assessment. I have an interest in the application of brain research to effective classroom practices. I am convinced that teachers need more support in areas of instructional strategies than is generally provided. Teaching on the undergraduate level and directing educational technology are also career possibilities for me.

Finally and personally, Debbie, my wife of 27 years, and I have known each other over thirty years. Debbie has begun her teaching career and, after recently completing her Master's in reading, begins her third year of teaching. We share strength of love and commitment that we have conveyed to our daughters Maya and Cassandra. Maya, age twenty-four, after earning her BFA in acting, has worked as an actor, directing intern, and education director for the Greenbrier Valley Theatre in Lewisburg, West Virginia. Recently, she directed sixty children and adolescents in Rodgers & Hammerstein's *Cinderella* for the Apollo Civic Theater in Martinsburg, WV where she resides. She is working and pursuing graduate courses in education.

Sadly, we are a bereaved family since our beautiful, intelligent, and caring daughter Cassandra died of respiratory failure at the age of fourteen, on May 17, 1998. We are active in The Compassionate Friends, a national family bereavement self-help organization, editing a quarterly newsletter for our local chapter and providing e-mail contact assistance for the web management committee of the national organization.