

Dr. David W. Masterson

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MISSION STATEMENT

My approach as an educator is to be a facilitator for differentiated learning and application. Real-world problem solving scenarios and technologies in the classroom provide the backdrop to advance innovation and equity in learning.

PHILOSOPHY & APPLICATION OF EDUCATION

I want the next generation of educators to mentor and guide the next generation of innovators, inventors, and human-centered problem solvers. I want students and educators alike to ask, “How do I use modern approaches that achieve success in the classroom and the real world to reach the next level?”

I integrate technology in authentic ways in order to show how modern tools can work in the real world. For my PK12 students, I use technology as the tool for discovery, and I help them understand why they’re learning what they’re learning while training them for jobs that may not even exist yet. For teachers, I show them that learning is now interactive and interrelated, and how they can –and should– use modern technology and tools to enrich learning for engagement.

TEACHING AND LEARNING

SCHOOL DISTRICT OF MOSINEE | Mosinee, WI: August 1995 – Current

Technology and Engineering Education Middle School Teacher: August 1997 – Present

7th GRADE TECHNOLOGY AND ENGINEERING EDUCATION PROGRAM: I teach base-line problem-solving through exploratory learning. This program uses Design Thinking methods that focus on STEM initiatives and technical literacy standards that align with Common Core State Standards and the Next Generation Science Standards. I originally developed this program in 1997 as an exploratory modular technology program. As the pendulum swing moved technology education to a computer-based and education technology-based curriculum, I have sought to be constantly innovative, following the technology trends in the tech industry, while staying in front of it on the educational methods front.

PROJECT LEAD THE WAY PRE-ENGINEERING PROGRAM: I implemented and utilize the Project Lead the Way pre-engineering program for middle school students. Through project based learning, students use design thinking processes that pose real-world challenges and use a variety of technological tools to find solutions to those challenges.

ENRICHMENT PROGRAM FOR GIFTED AND TALENTED EDUCATION (GATE) STUDENTS: I co-designed and co-teach an enrichment and resource program for GATE students under Response to Intervention (RTI) that applies Design Thinking to solve critical thinking challenges. We have used Service and Project based Learning platforms in an interdisciplinary approach to STEM projects that focus on the integration of how what they are learning fits together in an empathetic manner.

GAMING AND APPLICATIONS MOBILE ENTERPRISE (GAME): I developed and implemented an 8th grade elective GAME class to utilize design thinking processes to help kids acquire a sense of empathy through a service learning process in an area of their interest. The course is designed to teach students Design Thinking practices and service learning by producing academic games and applications for special needs students. The students learn how to design games and are introduced to computer coding and game design and logic. The second portion of the course introduces students to what it takes to successfully market their products and learn to build mobile apps.

COMPASSIONATE SOLUTIONS BY DESIGN: Through the empathy of eight 8th grade gifted and talented students sprung forth and opportunity for a service learning project. The group of students used STEM applications to design a fishing pole device that allows Mosinee High School’s former principal to fish after a tragic accident left him a quadriplegic. The project fused together partnerships with two local technical college students, who used this opportunity to complete their capstone project for graduation, three local businesses, a former student who is an engineering student at Milwaukee School of Engineering, and the nine Mosinee Middle School GATE math students and the middle school and technical college teachers.

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ENTERPRISE LEARNING: MULTI MEDIA COMMUNICATIONS TECHNOLOGY: During this course, the entire school year focused on groups of students posing as an ad agency representing the number two in the clothing industry. The goal for each group was to develop a campaign to take them from being number 2 in the market to being #1 in the market. Each quarter, the groups would switch roles within the four categories desktop publishing, web design, video production and graphic communications to create their campaigns.

CO-ADVISOR SCIENCE OLYMPIAD: During this extracurricular competition for kids interested in STEM, I work with them on robotics competition and coach them through their approach and application to what they build.

INFORMATION TECHNOLOGY YOUTH APPRENTICESHIP: Initiated by the Wisconsin Youth Apprenticeship Program, I was approached to enhance the soft skills portion of this district student-run Help Desk. Because of my former experience as a Help Desk Agent with Lockheed Martin, I helped to train the students as help desk agents. This self-paced hybrid course incorporated objectives and readings students had to perform as well as real-life and real-time situations to which they had to respond, all while maintaining a personable and customer-focused approach. Fifteen students completed the program within three years, and each one of those former students now has careers in the Information Technology field.

Fourth Grade Teacher: August 1995 – May 1997

Utilizing Project-Based Learning, I instructed 4th grade students in math, language, literacy, science, Wisconsin history and social skills. Taking more of a facilitating approach, I gave my students the scenario and resources for them to demonstrate their learning, and they would apply their learning in that fashion that fit them best. From a TV weather report, managing bank accounts in Quicken or creating own board games based on reading Jumanji, we developed creative ways of extending human capability (technology) without having the resources that we have today.

UNIVERSITY OF WISCONSIN-STEVENS POINT | Stevens Point, WI: May 2012 – December 2012

Adjunct Assistant Professor of Education Technology: Spring and Fall Semesters, 2012

Utilizing blended and online instructional platforms, undergraduate and graduate students receive hands-on applications that infuse educational technology into their PK-12 curriculum. Adding tech into the classroom gives teachers a creative, cutting edge approach of how kids can apply older stationary concepts in their realm of technology that they use every day. The approach was to show teachers how to use technology as a tool to help enhance kids' learning and helping with differentiation, while finding a blend of learning applications and tools so that kids learn from it and assess from it that also met state standards. I would give real classroom scenarios, give application examples, and then showed teachers how to do backward design for standard space curriculum in order to develop a Tier 1 intervention through Response to Intervention (RtI) who don't learn in a traditional sense. Some of the solutions the teachers came up with incorporated interactive white board games that reinforced language arts and reading standards; stop motion in order to show kids how to teach themselves how to learn a concept, practice core content skills, story-tell and be creative in how they message their learning.

Visiting Professor and Guest Lecturer – Teacher Education

University of Wisconsin – Stevens Point, May, 2011 and January, 2007.

May, 2011 – Visiting Professor in Teaching the Early Adolescent methods course, EDUC. 385/585, UW Stevens Point School of Education. Facilitated group presentations, provided feedback for students and evaluated presentations on the topic of Teacher Advisories.

January, 2007 – Guest lecturer in “Teaching the Early Adolescent” methods course, UW Stevens Point School of Education.

Adjunct faculty-Instructional Technology

Viterbo University, LaCrosse, WI September, 1998 – February, 1999

Co-developed a course with purpose of developing staff of Mosinee School District how to use integrate instructional technology into their curriculum as part of the Technology Literacy Challenge Fund grant.

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STEVENS POINT AREA PUBLIC SCHOOLS | Stevens Point, WI: August 1993 – August 1995

GATE Resource Teacher and At-Risk Reading Teacher

- Provided resource services for 1st and 4th grade GATE students for math.
- Directed at-risk intensive summer school remedial reading program.

EDUCATION

DOCTOR OF EDUCATION (Ed. D: Education Administration)

Bethel University, | St. Paul, MN: May 2012

- Program provided in-depth study and application of current educational leadership theory and practice from scholar practitioners experienced in public and private education.
- Defense of dissertation occurred in May, 2010.
- Dissertation question: "What Career Education Strategies Provide Value in the Lives of Students, school Culture, and the Community at Large?" Dissertation is a comparative case study of two school Career Education programs in Wisconsin and Minnesota.
- Outcome of doctoral studies included licensure as K-12 Minnesota Principal.

MASTER OF SCIENCE (Industrial/Technology Education)

University of Wisconsin-Stout | Menomonie, WI: May 2002

Coursework included pedagogical theory, concept, research, and methods in Industrial/Technology Education. The study focused on the modular STEM technology education program at Mosinee Middle School as the case study for thesis determining value to students. Link to thesis:

<http://www.uwstout.edu/lib/thesis/2002/2002mastersond.pdf>

BACHELOR OF ARTS (Interdisciplinary Studies emphasizing Elementary Education)

National University | Stockton, CA: April 1993

Bachelor degree with California teaching license achieved while working full time as a

Telecommunications Systems Analyst at Lockheed Martin. Teaching license acquired from student teaching in grades one and five.

STAFF DEVELOPMENT

STUDENT TEACHERS: I have a solid working relationship with the University of Wisconsin-Stout's School of Education as a choice program to train pre-service technology education teachers. Since 2006, I have hosted four student teachers, all of whom are currently employed various school districts in Wisconsin, and three as teachers in the field of Technology and Engineering Education.

STAFF DEVELOPER, MODULAR TECHNOLOGY LAB FOR LAB CORPORATION, 1997 - 1998: Modular Technology Lab is an exploratory tech system with ten day activities and teaching technical reading in various technological fields, including pneumatics, aerodynamics, robotics, mechanisms, electricity, and space technology. From my years at Lockheed Martin, I have an understanding of how data flows and redistributed and learned how to mind map, which allowed me to pick of this system easily. Based on my knowledge and application of this system, I was approached by the company to become a trainer, and I traveled throughout the state of Wisconsin to nine school districts to train technology education teachers how to use the system.

WISCONSIN ACADEMY FOR STAVE DEVELOPMENT INITIATIVE (WASDI) 1998-1999: I was designated as a Wisconsin Lead Teacher for an 18-month intensive academy for school leadership and development and the implementation of the Wisconsin Model Academic Standards. Over the course of five years, I trained groups of teachers to initiate state standards and become trainers in the areas of technology.

PRESENTATIONS: Conference presentations about technology integration in contemporary seasons:

- Slated to be a breakout presenter for GAME: Gaming and Mobile Enterprise learning. Wisconsin Technology Education Association Conference, February, 2016.

VITAE FOR DR. DAVID W. MASTERSON, 2015 | <http://www.dwmasterson.com>

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- “TEE, STEM, and Expeditionary Learning”, Wisconsin Technology Education Association Conference, March, 2014.
- “Kids having fun and meeting Adequate Yearly Progress in Technology and Engineering Education”, Wisconsin Technology Education Association Conference, March, 2012.
- "Integrating Project Lead the Way into your middle and high school technology and engineering curriculum", Wisconsin Technology Education Association conference, March, 2009.
- Guest Lecturer Teaching the Early Adolescent, EDUC 385/585, University of Wisconsin-Stevens Point, January, 2007. Host: Dr. Perry Cook.
- "Design and Problem Solving: Activities to engage your students." Sectional presenter, Wisconsin Technology Education Association-Stout Conference, University of Wisconsin - Stout, Menomonie, WI. October, 2003.
- "Technology: Tool or Toy" Section Speaker at the Wisconsin Technology Education Association, Wisconsin Dells, WI., April, 1998.
- "Technology: Tool or Toy" Section Speaker at the University of Wisconsin-Oshkosh Technology and Learning Conference, Oshkosh, WI. January, 1998.
- "Technology: Tool or Toy" Section speaker at the Governor's Conference on Educational Technology, Green Bay, WI, January, 1998.

AWARDS

Selected as Middle School Teacher of the Year – 2014, Mosinee School District.

- Selected from a group of peers and recommendation of students.
- Qualify for application for the Kohl Teaching Fellowship.

Designated A Wisconsin Lead Teacher - Wisconsin Academy for Staff Development Initiative – WASDI, July, 1999.

- An 18 month intensive academy experience for school leadership.
- Development and the implementation of the Wisconsin Model Academic Standards.

RESEARCH AREAS OF INTEREST

- Effective methods of integrating technology in elementary and middle content.
- Design Thinking as a focal point in STEM and general education project based learning environments.
- Infusing Design Thinking into K-12 educational settings.

LICENSURE

- Wisconsin Principal Licenses (valid through June 30, 2019). Initial Educator grades P-12, code 51: Principal
- Wisconsin Teacher Education Licenses (all valid through June, 30, 2019):
- Professional Educator grades 6-12 code 220 Technology Education
- Professional Educator grades 1-6 code 116 Elementary Education
- Professional Educator grades 1-6 code 300 Elementary English

SPECIAL TRAINING

- Gateway to Technology certified teacher through Project Lead the Way, Milwaukee School of Engineering, August, 2010.
- Aires A+ Classroom instructor training, Tempe, AZ, April, 1999.
- Wisconsin Instructional Design System Train the Trainer through Northcentral Technical College, Wausau, WI., March, 1998.
- LJ Technical Systems modular technology lab training, Fayetteville, GA, November, 1997.

SERVICE

Served and advised on the following committees:

- District and Middle School Building Leadership Team 2005-2015
- District Curriculum and Standards Committee 1997-2015
- District Technology Committee: 1997-2010.

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Extra-curricular service:

- Co direct and lead the Middle School Science Olympiad
- Teacher-advisor for Middle School Technology Club 1997-2010
- Faculty inservice presenter in breakout sessions for education technology:
 - Moodle and setting up and facilitating a class online and hybrid in a middle school setting.
 - How to use screen capture apps to provide Differentiated Instruction.
 - Demonstration on the foundations of 3-D printing and prototyping.

SYLLABI

Syllabi for the Education Technology Course EDUC 331/531 from University of Wisconsin-Stevens Point:

- [Course Syllabus EDUC 381/581 Education Technology](#) Fall, 2012.
- [Course Syllabus EDUC 381 for Early Childhood Education students](#) Fall, 2012

Course Syllabi for 7th and 8th Grade Technology Education Classes-Mosinee Middle School:

- [8th grade GAME course](#) 2015-2016
- [7th Grade Exploring Technology](#) 2015-2016

MEMBERSHIPS

- Wisconsin Technology and Engineering Education Association: 1999-Present.
- ASCD: 1999-Present.
- Association of Wisconsin School Administrators: 2008-Present.
- Central Wisconsin Reading Association. 2013

REFERENCES

Ronald Mueller

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