

# Alan Cook, M.Ed.

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## PROFESSIONAL EXPERIENCE:

### **PBIS Apps Training Team Member**

**September 2018 - Present**

*Educational and Community Supports (ECS) Research Unit*

*University of Oregon, College of Education*

*Eugene, OR*

- Participate in research and implementation workgroups focused on positive behavioral interventions and supports (PBIS) as well as school-wide positive behavioral interventions and supports (SWPBIS)
- Develop and revise training materials (e.g. webinar presentations, tools, videos, conference/workshop presentations)
- Design and deliver online and in-person training and professional development events for local, state, and national audiences
- Design and initiate the use of self-guided, on-demand eLearning modules
- Collaborate with key internal stakeholders on strategic planning related to application development and organizational priorities
- Provide technical assistance to external school-based personnel and educational organizations in the use of PBIS Applications decision systems (e.g., SWIS, CICO-SWIS, I-SWIS, PBIS Assessment, PBIS Evaluation)
- Provide service and support to nonprofit agencies (e.g. Northwest PBIS Network, Oregon PBIS Coaching Alliance), schools, and educational facilities that request information and help

### **Elementary Teacher**

**August 2016 – August 2018**

*Laurel Elementary School*

*Junction City School District*

*Junction City, OR*

- Effectively works with and responds to people from diverse cultures or backgrounds.
- Cultivates and models a respectful working and learning environment.
- Utilizes effective, proactive behavioral management skills in all school settings.
- Uses current body of knowledge in cultural diversity issues in teaching and curriculum development to design and adapt individual/group academic and behavioral/social programs in all school settings

- Instructs students directly and guides the learning process toward the achievement of curriculum goals; establishes clear objectives for all instructional units, projects and lessons to communicate these goals and objectives to all students.
- Implements individual plans (IEP/504/TAG/etc.)
- Diagnoses the instructional needs of all students and prescribes appropriate learning activities for each student.
- Works effectively and collaboratively with diverse student, staff and community populations.
- Works collaboratively with other school personnel (e.g., Title I, regular education, school psychologist specialists, classified staff) in meeting the diverse social and academic needs of all students
- Works with team members to accomplish mutually agreed upon goals.
- Is responsive to feedback from colleagues and administrators and is able to apply feedback to improve skills and services to all students.
- Assists the administration in implementing all policies and/or rules governing student conduct, develops reasonable rules of classroom behavior and procedure, and maintains order in the classroom and school in a fair and just manner.
- Establishes and maintains open lines of communication with all students and parents/guardians concerning both the academic and behavioral progress of all assigned students.
- Strives to improve professional competence through an ongoing program of reading, workshops, seminars, conferences, classes, and other professional development activities.
- Utilizes computer and software programs as related to job responsibilities.
- Trains and acts as lead worker for Instructional Assistants
- Designs instruction, monitors and provides feedback for Instructional Assistants and be available for problem solving relating to classroom instruction.
- Maintains accurate, complete, and confidential records as required by law, district policy and administrative regulations.
- Follows district and school policies, procedures, rules, regulations, and guidelines, and the provisions of the contract and exercised professional judgment when acting in the absence of a covering guideline or policy.

## **Montessori Upper Elementary Teacher**

**August 2014 – March 2016**

*Lake Air Montessori Magnet School*

*Waco Independent School District*

*Waco, TX*

- Establishes an inspiring classroom setting that is organized and engaging, with systems and procedures that manage student behavior, movement, and learning
- Takes leadership in guiding a support teacher; ensures all adults are maximized in the classroom
- Establishes a powerful classroom culture where children have high expectations for themselves and for others, are self-motivated and self-directed, have pride in themselves and in their community, care about themselves and their community, and where children value and love learning
- Develops and implements individualized learning plans, small and whole group lesson plans and classroom activities consistent with LAMM instructional guidelines
- Assesses students regularly in accordance with LAMM guidelines, examines student assessment data, and refines learning plans to differentiate instruction for each student
- Collaborate with LAMM team members to improve own and others' instructional practices; shares best practices
- Provides students and their families with regular and timely information on classroom activities and student progress; finds ways to involve parents/guardians in their students' education
- Demonstrate knowledge of, and support, LAMM's mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior

## **Elementary Teacher**

**August 2008 – July 2014**

*Green Acres Elementary School*

*Lebanon Community School District*

*Lebanon, OR*

- Demonstrate understanding of research-based instructional strategies and assessment practices that support effective instruction.
- Recent successful experience working with educators in demonstrating and modeling effective instructional strategies and assessment practices.
- Demonstrate knowledge of needs of diverse learners and strategies for addressing these needs.
- Understanding of appropriate local and state standards.
- Maintain integrity of confidential information relating to students, staff and district patrons.

- Evidence/demonstration of use of technology to enhance student learning or willingness to learn.
- Demonstrate organizational skills and commitment to follow through on tasks.
- Demonstrate ability to establish and maintain excellent working relationships with students, teachers, school administrators, support personnel, and community members.
- Demonstrate ability to effectively communicate orally and in writing.

**Education:**

**University of Oregon**

**Eugene, OR**

*Master's of Elementary Education*

2008

*Bachelor's of Science in Music*

2007

**Clayton College and State University**

**Morrow, GA**

*124 credits towards music and psychology studies*

*Degree not conferred*

**PROFESSIONAL CERTIFICATION/LICENSURE:**

- State of Oregon – Professional Teaching License K-12 2016 – 2022
- State of Texas – Standard Teaching License EC-6 2015 – 2021
- North American Montessori Center – Upper Elementary Certification 2015 – present

**PROFESSIONAL CONFERENCE PRESENTATIONS:**

Cook, A. & Daily, J. (2019, February). *Practical Problem Solving: Drilling Down Into School Data for*

*Improved Decision-Making.* Presentation at the Northwest PBIS Network Conference, Portland, OR.

Cook, A. (2019, April). *Practical Problem Solving: Drilling Down Into School Data for*

*Improved Decision-Making.* Presentation at the Central Oregon PBIS Conference, Bend, OR.

Cook, A. & Rollenhagen, J. (2019, October). *Practical Problem Solving: Drilling Down Into School Data*

*for Improved Decision-Making.* Presentation at PBIS Forum, Chicago, IL.

## **WEBINAR PRESENTATIONS:**

December 2018 – Present. *Using the SWIS Drill Down Tool. (6 webinars)*

January 2019 – Present. *Paperless Referral Entry for Facilitators (2 webinars)*

May 2019 – Present. *Paperless Referral Entry for Users (2 webinars)*

June 2019 – Present. *SWIS Recert/refresh (2 webinars)*

August 2019 – Present. *New facilitators (2 webinars)*

September 2019 – Present. *High Flyers (1 webinar)*

## **TRAINING PRESENTATIONS:**

Conley, K. (2018, September) *I-SWIS (Cook, A. supporting), Salem, OR*

Dickey, C. & Cook A. (2018, December). *CICO-SWIS, Eugene, OR.*

Dickey, C. & Cook A. (2019, January). *CICO-SWIS, Eugene, OR.*

Cook, A., Rollenhagen, J. & Yanek, K. (2019, February). *I-SWIS, Washington, D.C.*

Dickey, C. & Cook A. (2019, April). *CICO-SWIS, Eugene, OR.*

Cook, A. & Daily, J. (2019, April). *SWIS, Eugene, OR.*

Dickey, C. & Cook A. (2019, May). *CICO-SWIS, Eugene, OR.*

Cook, A. & Daily, J. (2019, September). *SWIS, Eugene, OR.*

Cook, A. & Daily, J. (2019, September). *SWIS, Olympia, OR.*

Conley, K. & Cook A. (2019, October) *I-SWIS, Eugene, OR*

## **RESEARCH and COLLABORATION ACTIVITIES:**

- Researched online teaching strategies, animation software for e-learning modules, course creation software, LMS's, CEU/licensure requirements per state, micro-credentials, Swift@SWIS standalone possibilities, webinar software.
- Started charters for a digital learning umbrella, micro-credentialing, PDU/CEU offerings, LMS/Course creation software, and Swift@SWIS standalone course.
- Researching and working on implementation of Arlo Event Management Software.
- Currently working closely with each member of the PBISApps training team to design and support various projects related to training.
- Working with Training Team to monitor and assess pre and post certification activities for SWIS Suite trainings.
- Worked with Training Team to update training materials during summer 2019.
- Attended over 100 professional development training activities on MyTrack.
- Joined CARE team and helped coordinate several ECS events.
- Joined COAT team and helped coordinate activities during summer 2019.

- Participated on hiring committees for MST User Support position and Web Content Specialist position.

**EQUITY and DIVERSITY ACTIVITIES:**

- What's Up With Whiteness Series – October 2018, March 2019
- Lunch and Learn – Monthly sessions on diversity and inclusion. September 2018 – present
- Understanding Implicit Bias Training Session – Dr. Erik Galvan, October 2018
- White Ally Toolkit – Dr. David Campt, April 2019
- Transitions for Youth with Int. and Dev. Disabilities – Erik Carter, April 2019

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*References Available Upon Request*