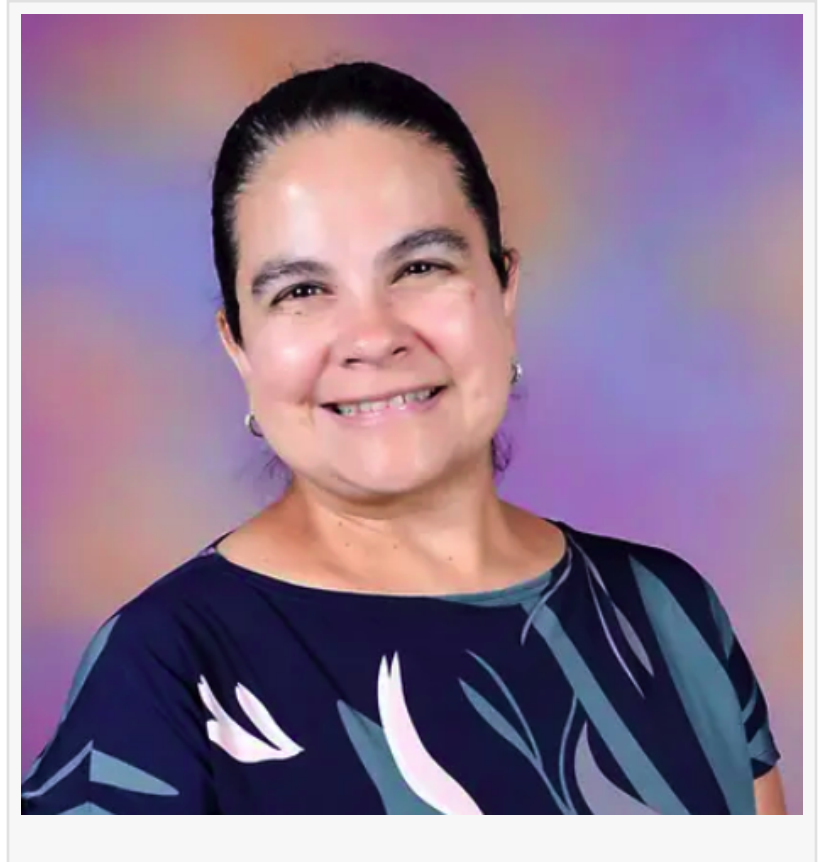


Influential Women Features Ann Baum: Director Of Curriculum And Instruction At Gettysburg Area School District

GETTYSBURG, PA, UNITED STATES,
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Advancing Instructional Strategy,
Technology Integration, and
Collaborative Professional Learning
Across Pennsylvania Schools

Ann Baum is an accomplished education leader and Director of Curriculum and Instruction at Gettysburg Area School District in Pennsylvania, where she also serves as an instructional technology leader focused on strengthening teaching and learning through innovative instructional practices. With more than three decades of experience in K-12 education, Ann has built a career around empowering educators, developing collaborative professional communities, and creating learning environments that help students thrive.



Ann began her career as a world language teacher before developing a strong interest in instructional technology and discovering how technology could enhance student engagement and educational outcomes. That interest eventually expanded into instructional coaching, professional development, curriculum leadership, and regional collaboration across multiple school districts.

Throughout her career, Ann has held leadership roles with organizations including the Lincoln Intermediate Unit, where she supported instructional technology initiatives across 25 public school districts. She has contributed to statewide education efforts, developed professional learning networks such as TieNet, or Technology Integration Educator Network, and worked extensively with educators to improve curriculum design, instruction, and technology

integration.

Her work has consistently centered on supporting teachers through coaching, collaboration, professional learning, and access to meaningful instructional tools. Today, Ann continues to lead district-level curriculum and instructional strategy while helping educators adapt to changing educational needs.

Ann attributes much of her success to the remarkable network of people she has worked with throughout her career. Among the most influential experiences was her involvement with Classrooms for the Future, a major Pennsylvania technology initiative designed to provide schools with instructional coaches who could support educators in integrating technology into their classrooms.

After the first year of the initiative, Ann recognized an opportunity to expand the collaborative model beyond the districts that had received the grant. She went directly to her boss and asked to individually invite districts that had not received the grant to participate by sending representatives to connect each month.

The goal was to create a space where educators from different districts could work together, exchange ideas, and build something greater for their school systems. That group became TieNet, the Technology Integration Educator Network.

For Ann, TieNet became one of the most rewarding experiences of her career. The network continues to exist today, and although Ann no longer attends because instructional coaches are not administrators, she continues to send her staff to participate and collaborate with other instructional coaches and ed tech specialists.

The relationships formed through the initiative have also endured. The educators who helped build the network throughout the surrounding three counties remain close, reflecting the lasting power of professional communities built around a shared purpose.

At the state level, representatives from 29 intermediate units also came together to collaborate on work focused on what was best for children across Pennsylvania. For Ann, these experiences reinforced the belief that education becomes stronger when professionals move beyond individual schools and districts to share knowledge, resources, and solutions. This group was another collaborative group that was a support system and inspiration for work across the state.

Ann also credits the professors she has had, the teachers who guided her into education, her friends, colleagues, and the relationships she has maintained throughout her career. Most importantly, she credits the students who continue to inspire her.

All of these individuals have made an incredible impact on Ann's life and have kept her focused

on the “why” behind her work. Their influence continues to inspire her to move forward, pursue her goals, and remain connected to the purpose of education.

Ann’s three instructional coaches each year have also become an essential part of her professional support system. She describes them as the foundation and a lifeline within the district. With the administrative responsibilities that can sometimes loom over educators and school leaders, Ann finds tremendous fulfillment in having colleagues with whom she can connect, collaborate, and work through challenges.

For Ann, leadership is not about having all the answers. It is about creating an environment where people can learn from one another and feel supported in finding solutions.

When advising young women entering education, Ann encourages them to give the profession time. She has observed that many educators leave within their first one to three years, often before they have had the opportunity to fully establish themselves in the profession.

Ann believes it can take several years for educators to truly find their place, develop confidence, understand their strengths, and settle into their own identity as educators.

She also wants new teachers to understand that their impact may not always be immediately visible.

Every day, teachers influence students in ways they may never realize. Often, it is not until five or ten years later, when former students return, that educators discover the impact they made.

Ann has experienced this firsthand. Sometimes students she never expected to hear from again have returned to tell her that she changed their lives. Some were students who struggled in her classes or were not necessarily among her top performers. Yet years later, they have reached out to tell Ann that something she said or did made a lasting difference.

Those moments have reinforced her belief that educators should never underestimate the significance of small actions.

A single activity, conversation, encouragement, or statement that may seem insignificant to a teacher can become deeply meaningful to a student.

Ann also recommends that educators maintain both physical and digital folders containing positive feedback from students and colleagues. She believes those records can become an important source of encouragement during difficult periods, reminding educators why they entered the profession, what they are accomplishing, and that they can continue through challenging moments.

Teacher retention remains one of the biggest challenges Ann sees in education today. Educators

are navigating the lasting effects of COVID, budget constraints, changing expectations, and rapidly evolving educational technology.

At the same time, Ann sees substantial opportunities. Expanding edtech integration, strengthening instructional coaching models, leveraging open educational resources, and developing cross-district professional networks can provide educators with valuable support and opportunities for shared growth.

Her own career demonstrates the potential of these approaches. By creating spaces where educators can collaborate and learn from one another, Ann believes schools can develop stronger instructional practices while reducing the sense of isolation that educators sometimes experience.

Her leadership remains focused on finding practical ways to help teachers adapt to change without losing sight of the central purpose of education: creating meaningful learning experiences for students.

Integrity is the most important value to Ann in both her professional and personal life. She believes she has to live by it in everything she does.

She also holds high expectations for herself and for others. Although she recognizes that this can sometimes be demanding, Ann believes that clear expectations encourage people to hold themselves to higher standards as well.

Trustworthiness is equally important to her. The tag on Ann's ISTE ribbon says "plays well with others," a phrase that she feels represents her collaborative approach to leadership.

Ann naturally sees the big picture and enjoys identifying how different ideas and initiatives connect. At the same time, she describes herself as sequential, allowing her to work through details and processes while maintaining a broader perspective. She takes pride in bringing both approaches together rather than becoming overly focused on one or the other. This balance has helped Ann navigate the complex responsibilities of curriculum leadership, instructional technology, professional development, and district strategy.

While education has been a defining part of Ann's professional life, family remains her greatest personal priority. Ann and her husband have four adult sons, three of whom now have families of their own. They have six grandchildren spread across three states, making time together an important family project.

Ann loves traveling with her family and frequently enjoys cruises. She hopes to eventually take a cruise with her grandchildren or bring the entire family together for a shared trip.

Dance is another enduring passion. Ann was a dancer, gymnast, and cheerleader when she was

younger, experiences that continue to influence her appreciation for movement and performance. She previously taught adult tap and jazz classes, but eventually decided she wanted to release the pressure of preparing lessons each week and return to dance simply for enjoyment.

Ann's more than three decades in education reflect a career built not only on professional achievement, but also on relationships, collaboration, mentorship, and a deep commitment to students and educators.

From her early work as a world language teacher to her leadership in curriculum, instructional technology, coaching, and professional learning, Ann has consistently embraced opportunities to help others grow.

Her belief in collaboration has allowed her to build professional networks that continue to benefit educators years after their creation. Her commitment to integrity and trust has shaped how she leads. And her experiences with former students continue to remind her that the influence of an educator often extends far beyond the classroom.

As education continues to evolve, Ann remains committed to helping teachers navigate change, embrace meaningful innovation, and build stronger professional communities. Through her leadership at Gettysburg Area School District and her ongoing dedication to instructional excellence, Ann Baum continues to advocate for an education system where educators are supported, students are empowered, and collaboration drives meaningful progress.

Learn More about Ann Baum:

Through her Influential Women profile, <https://influentialwomen.com/connect/ann-baum> or through her profile on Gettysburg Area School District, <https://www.gettysburg.k12.pa.us/services/curriculum/curriculum-and-instruction-team>

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