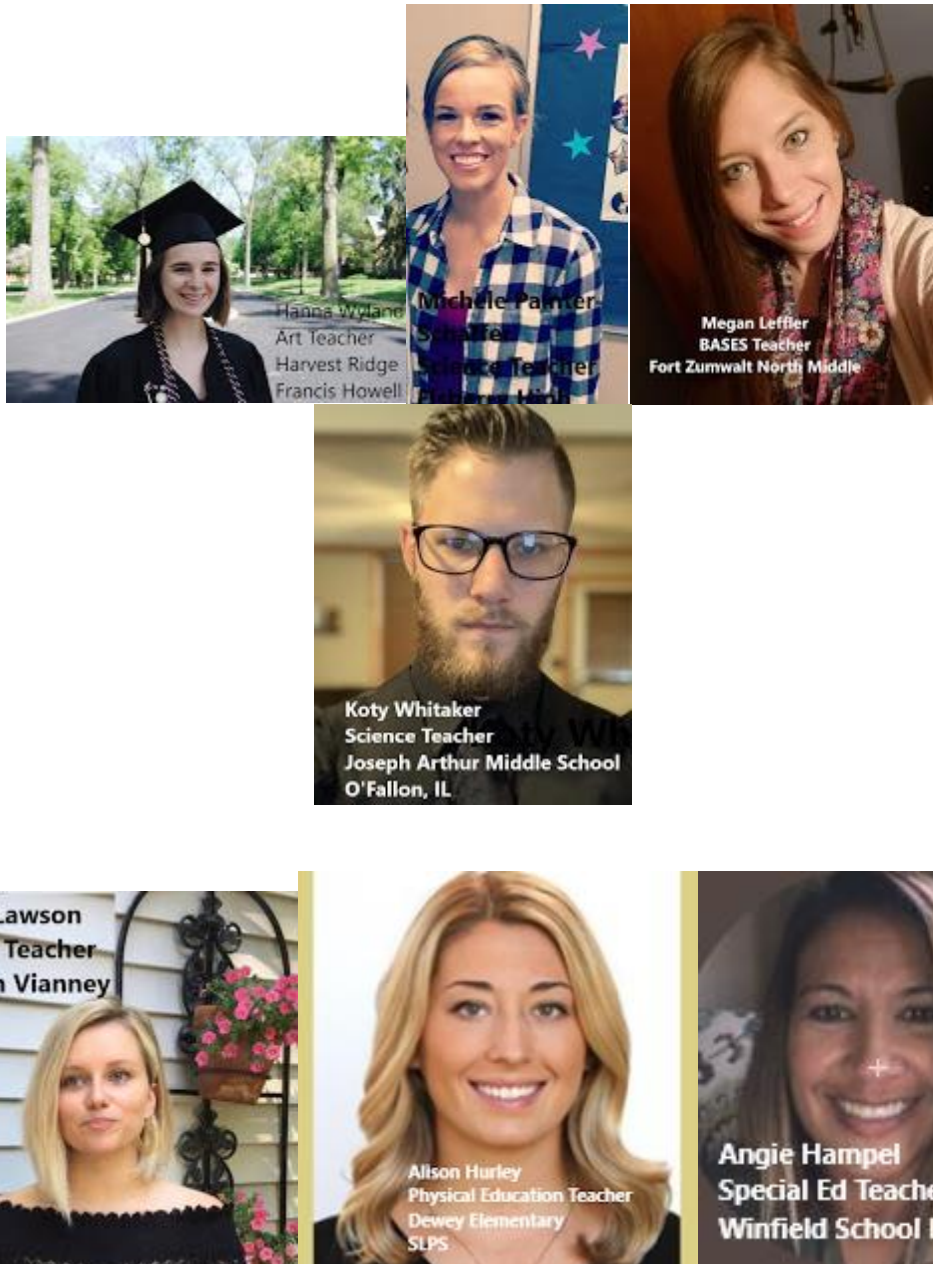


THE LEAD

Stay connected with the Lindenwood School of Education

Real Experience, Real Success

The Lindenwood School of Education would like to congratulate the following individuals on recently completing the student teaching experience and accepting teaching positions. We are extremely proud of your accomplishments and wish you continued success.





Damelle Smith
English Teacher
St. Dominic High



Megan Cooper
Science Teacher
Fox School District



Ariel Phythian
8th grade ELA
Avalon Middle
Santa Rosa County



Kristin Arand
3rd grade teacher
Salem Lutheran School



Sara Schomburg
Spanish Teacher
Mallinckrodt Acad.
SLPS



Allison Krodinger
Theatre/ELA Teacher
Lincoln County R-III



Gabrielle Kunar
4th grade teacher
Eagle Prep: Fox Park School



Ashley Holdmeier
Early Childhood TA
Parkway School District



Brennen Dooley
Industrial Technology Teacher
Lafayette High School
Rockwood School District



Josh Bryan
Business Teacher
Hazelwood Central





TJ Tipton
3rd grade teacher
Versailles Elementary

Emily Rogers
3rd Grade Teacher
Incarnate Word

Alexandria Elder
Math Teacher
Parkway Central



PJ Doady
Choir Teacher
Brittany Woods MS

Upcoming Release of New Strategic Plan

Lindenwood University's School of Education is very pleased to release its 2019/23 strategic plan. The plan has been in development for over a year and is informed through extensive input from university professionals, students and out community stakeholders. We look forward to sharing this new strategic plan with you soon!

Dr. Vaux Brings Students Together to Collaborate on Dissertation Work

Dr. Nicole Vaux is taking the summer months as an opportunity to meet up every few weeks in a Mid-Missouri centrally located public library with her dissertation students so they can collaborate on their writing. They even Zoom in a classmate from Germany. Those that are on vacation around the country, if they are wanting to, collaborate as well. Much progress is being made with each student's dissertation and participation is completely voluntary.



Dissertation Defenses

Grant Shostak (chair, Dr. Long) defended his dissertation “The Intersection of Andragogy and Courtroom Practice” on July 26 in LARC 213 at 9:00 AM.

Dorothy Mosby (chair, Dr. Winslow) defended her dissertation “Exploring Restorative Justice, Suspensions, and Expulsions with African American Males” on July 26 in LARC

213 at 10:00 AM.

Deb Curran (chair, Dr. Giuseffi) defended her dissertation “A Qualitative Investigation of the Andragogical Teaching Methods Used in Adult Group Piano/Organ Instruction” on July 26 in LARC 213 at 11:00 AM.

The Journal of Educational Research in Action: Call for Submissions

The Journal of Educational Leadership in Action (ELA) is accepting submissions for its fall 2019 issue. ELA publishes in electronic format, peer-reviewed articles for use in educational leadership efforts. The journal’s editorial staff seeks a wide range of articles that focus on timely and/or enduring topics relevant to educational leadership. At ELA, we are actively seeking articles related to research in educational leadership, which may include educational topics such as: administration, instruction, curriculum, assessment, adult learning, higher education, and international education. Authors may also submit book reviews and/or literary reviews.

Submission Guidelines: All manuscripts for ELA should be submitted electronically to: Editor Dr. Robyne Elder for the ELA, at relder@lindenwood.edu. The deadline for submissions is Friday, September 20, 2019 at 5:00 p.m. **General Instructions:** Submitted manuscripts will undergo blind peer-review. Manuscripts will be subject to initial editor screening to determine if the manuscript format (see below) is appropriate and content is promising. Once a manuscript successfully passes internal review, articles will then be subject to a blind peer review. As is customary in most scholarly publications, authors should be prepared to work with the editorial staff in revising manuscripts in accordance with editorial policy. Articles are reviewed in consideration of the following elements: ambiguity, complexity, relevance, and robustness.

Preparation of Manuscripts: All submissions should be divided into two documents.

MAIN DOCUMENT: The main document should have all identifying information removed (no author or biographical information), but the following information should be included:

- **Title:** Include a descriptive title
- **Abstract:** Include a short 150 word abstract that is accurate, non-evaluative, coherent and readable, and concise. Abstracts for an empirical study, literature review, or book review should follow the sixth edition of the Publication Manual of the American Psychological Association (pp. 26-27).
- **Length:** The recommended length of the combined abstract, article, and references is between 3,000 and 8,000 words, or between 12-32 double-spaced pages.
- **Text Sections:** All sections should be typed in Times Roman font (12 pt.) with page numbers centered at the bottom of the page.
- **References:** References should follow the style in the sixth edition of the Publication Manual of the American Psychological Association.

SECOND DOCUMENT: The second document should include identifying information, namely:

- Author Information: Author(s) name and institutional affiliation
- Title: Include a descriptive title
- Biographical statement: Author(s) should provide a brief (2-3 sentences) biographical statement

Thank you for sharing your research with us!

Drs. Wisdom and Leavitt Publish Handbook of Research on Social Inequality & Education

Lindenwood University professors, Lynda Leavitt and Sherrie Wisdom recently published a Handbook of Research on Social Inequality and Education. The book is “a critical reference source that provides insights into social influences on school and educational settings. Featuring an array of topics including online learning, social mobility, and teacher preparation, this book is excellent for educational leaders, educational researchers, teachers, academicians, administrators, instructional designers, and teacher preparation programs.” Please see below link for more information.

<https://www.igi-global.com/Files/Ancillary/a591062e-ae9b-4469-a32c-74399814c4ac.pdf>

Lindenwood Hosts "Think Like an Entrepreneur" Workshop

Recently, Lindenwood hosted the Foundation for Economic Education's “Think like an Entrepreneur” workshop on campus. Students from the greater St. Louis area came together at the John W. Hammond Institute for Free Enterprise to discover and experience the “entrepreneurial mindset” and how they can use it to create value for themselves and their communities. Local entrepreneur [Tyler Duty](#) spoke to the students about his experience growing up with the “entrepreneurial mindset.” Sharon Huber of *Mid Rivers Magazine* and *West Newsmagazine* promoted the [Louis S. Sachs Scholarship](#) for local St. Charles and West County high school seniors.





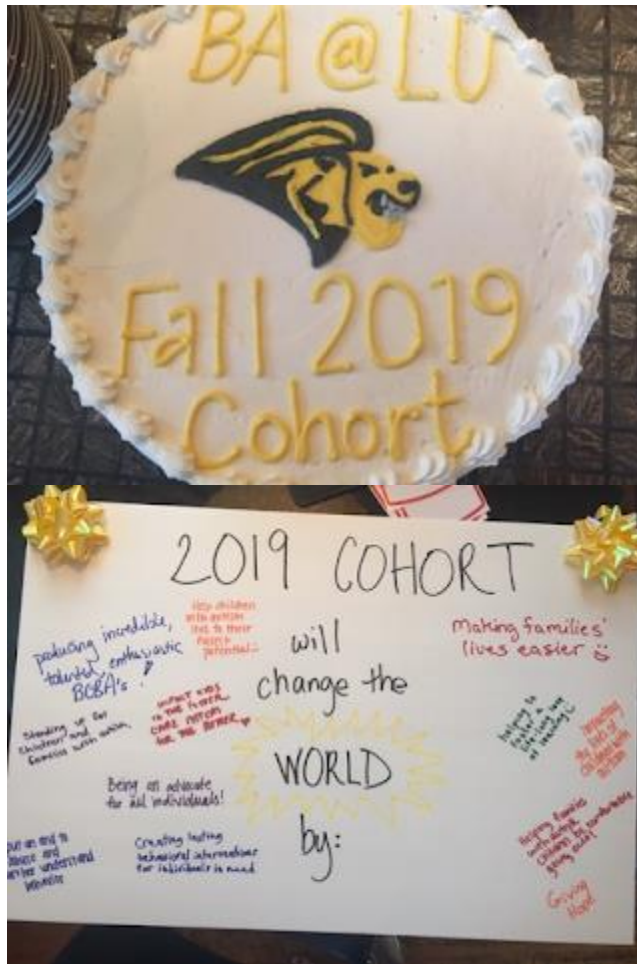
Dr. Robyn Gordon, SOE Alumnus, named Dean of Technical Education

School of Education's alumnus, Dr. Robyn Gordon, from the Southwest, Missouri extended sites, was just named Dean of Technical Education at Ozark Technical Community College. Congratulations Dr. Gordon.

[Click here to view the announcement!](#)

School of Education Welcomes New Behavior Analysis Cohort

Dr. Pavone welcomed the new Lindenwood School of Education behavior analysis cohort on July 21st. This will be one of the first groups of students in the world to graduate under the new 5th edition task list requirements due to Lindenwood's early adoption of the 2022 standards. We are excited to see the impact this group will have as they make their journey towards becoming world-changing behavior scientists!





Check out what the ARCC Team Learned at the Missouri NACADA Conference!



MISSOURI NACADA CONFERENCE

Ms. Robin Travis and Dr. Brittany Neunuebel attended Using Scholarship in Academic Advising and Student Success, National Academic Advisor Association (NACADA) sponsored conference on March 29 at Missouri State University. They attended many informative sessions regarding new undergraduate students, publishing, and advising students of color (SOC) in a predominantly white institution (PWI). The presentation by Kyler Sherman-Wilkins, Ph.D. title Advising Students of Color (SOC): Challenges and Opportunities provided some great insight that they wanted to highlight for the faculty and staff advisors in the School of Education.



Theories

- Double Consciousness - The sense of always looking at one's self through the eyes of others.
- Critical Race Theory - Key to understanding racial oppression is understanding whiteness and the privilege associated with said whiteness in the university context.
- Intersectionality - Intersecting oppressions that work together to produce injustice.



Qualitative Study

- Dr. Sherman-Wilkins conducted a qualitative study with 7 students at MoState. The results confirmed findings from Harper and Hurtado (2007), Hurtado and Ruiz (2012), and Lee (2016)
- SOC experience higher levels of isolation, alienation, and exclusion.
 - SOC express lower satisfaction with their experiences with PWIs



How Advisors Can Help

- Language changes - Support what the student can or must do, not what you can or must do for a student.
- Know your limits! - Know the roles of advisor vs. mentorship and understand that SOC may relate better to people with perceived similarities.
- Get the time to know SOC
- Check your biases
- Use affirmations.
- Be an advocate.