

# Lindenwood University School of Education



# The Lead

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## Featured Stories

### Dean's Message

The beginning of the fall semester is just around the corner and faculty and staff in the School of Education (SOE), along with personnel across the campus, are busy making preparations to ensure a quality educational experience along with the health and safety of our students. While most of our courses will be offered online, the field/practicum experiences will take place at the placement site, as has been done in the past. The campus will be open, however, and faculty and staff will be available to everyone in person and online within the guidelines set forth by the University. The SOE faculty are committed to the quality of our program offerings. They have been working very hard to polish their online courses and have benefited from specialized training along with a wide array of resources designed to assist in the development and delivery of electronic coursework. The SOE [Advising, Retention and Certification Center \(ARCC\)](#) has been onsite for weeks preparing program plans and assisting students. The [Office of Field and Clinical Experiences](#) is already securing placements for our student teachers. Fall 2020 is shaping up to be a most productive semester for students and faculty!



As you know, the circumstances of the last months have placed a huge burden on K-12 educators to pivot from an on-ground to a fully online delivery format. We are particularly excited to announce the implementation of a standalone graduate certificate focused on [Designing and Implementing K-12 eLearning](#). The certificate is specially designed to prepare K-12 teachers to teach online. This graduate level certificate may also be applied in full toward the completion of the MA in Education. Students have already begun signing up for the fall '20 certificate courses.

Congratulations to everyone who worked so hard to make Camp Read-a-Lot and Camp Invention a resounding success. Even with the unexpected move to online, the camp participants had an enjoyable and educational experience. In addition, you can read about our newly formed [Diversity, Equity, and Inclusion \(DEI\) Committee](#), which has been activated to the benefit of the School and the University. I so appreciate everyone within and outside of the school who have agreed to serve on this committee.

Watch for the launch of our new Center for Innovation and Insight and for our Tutoring Center. More information to follow on these exciting projects.

As you can see, and as evidenced herein, the LU School of Education continues to implement innovations that help ensure the quality and relevance of its programs and the success of its graduates.

Enjoy this latest edition of [The Lead](#). And as always, your comments and suggestions are appreciated.

Sincerely,



Anthony Scheffler, P.D.  
Dean, LU School of Education

## Faculty Reflection - Dr. Michelle Whitacre

### *A Spirit of Ingenuity*

The first half of 2020 has been quite the journey, and I find myself wondering what the second half will bring. When the world shut down in mid-March, I was continually impressed by the resilience of educators across the globe. In the course of a few days, teachers, many of whom had no previous experience teaching digitally, moved their instruction online. They learned to navigate digital platforms and quickly became experts at managing Zoom sessions. Many implemented online learning while caring for their own children all day, every day. I am convinced now, more than ever, that educators are problem-solvers. They embody a spirit of ingenuity, and when given freedom and space, they do remarkable things.

Here in the SOE, we are busy adapting and planning for the fall. While we have had a strong online presence or several years, we are working diligently to revise and enhance our online courses to ensure that our students have the highest quality learning experiences. Faculty and instructors are engaging in multiple forms of professional development to build upon and improve their skillsets. Courses are being re-envisioned and redesigned. We are in the midst of adopting new technologies and creating new degree programs to meet immediate needs.

I recently read a piece by the author Arundhati Roy who wrote, "Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next." Her words resonated with me. I believe that the pandemic is forcing us towards a new reality. We have been given an unprecedented opportunity to tap into our collective spirit of ingenuity to rethink and reimagine the educational landscape. As an educator, it excites me to think how our field might evolve throughout this uncertain time. The possibilities are endless, and I am confident we will emerge better than before.



## Welcome - New Faculty Members

### **Dr. Guy Bruce, Ed.D., BCBA-D**

#### **Associate Professor - Behavior Analysis**

Since earning his Ed. D. in Educational Psychology from the Behavior Analysis in Human Resources program at West Virginia University, Dr. Bruce has taught behavior analysis in both undergraduate and graduate programs and consulted with a variety of organizations. He is the author of "Instructional Design Made Easy," a workbook for designing more efficient learning programs and EARS, a pragmatic, organizational performance engineering process that can be used to improve how people work together so that every client or student makes efficient progress. EARS is an acronym for 1) Evaluate student or client progress; Analyze causes of organizational performance problems; Recommend changes in provider resources, training, and management; and Solve performance problems by designing and implementing recommended solutions. In addition to conducting EARS workshops he is designing a web-mobile application, "ProgressCharter" that will make it easier to design and implement the EARS process.



### **Agata Freedle, LPC, NCC**

#### **Assistant Professor - Counseling**

Agata Freedle was born and raised in Torun, Poland the birthplace of the famous astronomer Copernicus. She received her B.S. in Psychology from the University of Stirling, Scotland and her M.A in Clinical Mental Health Counseling from Valparaiso University, Indiana. Agata is currently a doctoral candidate in the Counselor Education program at the University of Missouri-St. Louis. Her research focuses include trauma, grief, and loss. Specifically, her dissertation explores factors related to individuals' experiences of post-traumatic growth following pregnancy loss. Agata is also a licensed professional counselor in the state of Missouri with a certificate in the Neurosequential Model of Therapeutics (NMT), a model of clinical problem solving for individuals who have experienced trauma developed by Dr. Bruce Perry. NMT allows her to better understand the impact traumatic events have on brain function and choose treatment that is developmentally and neurobiologically sensitive. Agata has used this model in clinical practice working with children, adolescents and emerging adults in the St. Louis community. In

her free time, she enjoys vegan baking, reading suspense novels, and walking in the park with her two-year-old daughter Maya. Agata is excited to be joining the Lindenwood faculty!

### Dr. Rick Garcia

#### Assistant Dean - Curriculum & Instruction

Ricardo Garcia has worked in education for over 30 years. Most recently, he served as graduate program director and clinical assistant professor at Florida International University (FIU) in Miami, FL. Before that position, Garcia was associate vice chancellor for Developmental Education and College Readiness at Tarrant County College in Fort Worth, TX. He has also held a series of administrative posts within the community college system, including assistant dean of student affairs, dean of student development, and executive dean of mathematics and college readiness for the Dallas County Community College District in Dallas, TX. Prior to entering higher education, Garcia served as public school administrator at both campus and district levels, as well as taught grades 6-12 for 14 years throughout the south and north Texas regions beginning in 1987. In the fall of 2019, he was awarded the Excellence in Teaching Award from the College of Arts, Sciences and Education at Florida International University, and is excited to be working collaboratively with faculty, students, staff, and administration at Lindenwood University. Garcia is married to Beth Garcia, a retired elementary music teacher, and has two adult children - Leigh and Meg. Holding a second master's in music performance, he is passionate about all music genres and can often be found playing one of his many percussion instruments when not traveling or hiking.



### Dr. Tammy Moore Delivers Student Transcripts to State Capital

Dr. Moore (left), the SOE - Certification Officer, coordinated the personal delivery of transcripts for our Spring 2020 program completers to Sheila Duncan (right), Assistant Director of DESE Certification.

Since COVID-19 caused disruption on how DESE operates, and realizing that DESE did not have the capability of receiving electronic transcripts, Dr. Moore traveled close to 300 miles to make sure the printed transcripts were in their hands. This allowing DESE to begin issuing our candidates their Teacher, Principal, School Counselor, and Psychological Examiner certifications.

Congratulations to our graduates and to Dr. Tammy Moore for her commitment to students' **Real Success!**



### Meet the School of Education - Diversity, Equity, and Inclusion (DEI) Committee

#### Mission Statement

The mission of the School of Education - Diversity, Equity, and Inclusion (SOE-DEI) Committee at Lindenwood University is to cultivate a state of equitable engagement and promote a culture of unity while helping to ensure the recruitment and retention of diverse faculty, staff, and students within the School of Education.

**Chair:** Dr. Tammy T. Moore, *Certification Officer*

**Co-Chair:** Ms. LaTricia Clark, EdS, *Alumna & Community Partner*

**Dean:** Dr. Anthony Scheffler

**Associate Dean:** Dr. Jill Hutcheson

**Secretary:** Matthew Kertzman, *Office Manager*

**Committee Members:**

Dr. Howard Fields III, *Adjunct Instructor and Community Partner*

Dr. Gwendolyn Grooms, *Adjunct Professor*

Dr. Denise King, *Assistant Professor*

Dr. Michael Rankins, *Assistant Dean*

Dr. Vanessa VanderGraaf, *Associate Professor*

Ms. Alma Young, *Community Partner*

**[VISIT OUR WEBSITE HERE!](#)**



## Counseling, Social Work, Behavioral Analysis

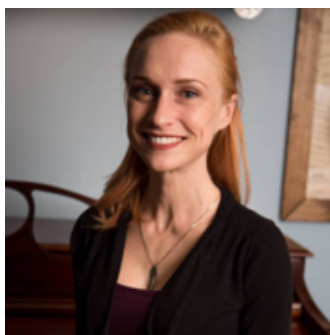
### **Dr. Maggie Pavone Elected Vice-Chair, Association of Behavior Analysis International Dissemination Board**

Dr. Maggie Pavone is looking forward to serving over the next year as Vice-Chair for the Association of Behavior Analysis International Dissemination Board. She will be announcing monthly events for the BCBA students and our Lindenwood cohorts will be able to take advantage of international presenters, continuing education, and networking at no cost! The DBA SIG mission is:

*To disseminate the science of human behavior to the public at large, through the use of easy to understand explanations. Our goal is to promote behavior analysis in a positive and accurate light, to help society realize the potential of our science.*

which is aligned with the University's mission of delivering comprehensive student-centric learning and community engagement through innovative, relevant, and forward-thinking academic and experiential programs.

Dr. Pavone hopes to use this platform to move our program towards OERs, include a wider range of professional voices in our students' journeys, and to increase the public image of the BCBA program as we move online.



### **BCBA Faculty and Students Engage in Social Justice**

This summer, BCBA faculty and students have been very active in social justice. They have been holding weekly townhall meetings to explore how BCBA as a community can lift up BIPOC voices in our field and can make concrete, active steps towards a more socially just world. Some of our students have created diversity trainings for the organizations in which they work, including: schools, clinics, and local police departments. In addition to these actions, BCBA faculty have volunteered to participate in a two-day fundraising marathon August 1-2 where Ms. Reza, Ms. Rigdon, and Dr. Pavone will be teaching concepts from the 5th edition task list to more than 2000 students worldwide. Funds raised will be donated to the Black Applied Behavior Analysts' Special Interest Group to fund a scholarship for students of color to cover costs associated with the BCBA exam. Hopefully, this will increase the number of BCBA's in the field from diverse backgrounds and enhance their influence on the future of behavior analysis.

### **American Counseling Association (ACA) Anti-Racism Statement**

Jun 22, 2020

After discussion and discernment, the ACA Governing Council has issued the following statement on Anti-racism. The ACA leadership is listening to a cross section of members and volunteers in order to develop an action plan that will give life to this statement.

Racism, police brutality, systemic violence, and the dehumanizing forces of oppression, powerlessness, and White supremacy have eroded the very fabric of humanity which ideally binds our society together. Macrolevel systemic racism extends to disparities in institutional policies and procedures in physical and mental healthcare, education, the judicial system, employment, sports and entertainment, and the brutal violence of law enforcement. These larger societal oppressions lead to inaccessibility to resources and social marginalization, which descend finally to individual racist attitudes, implicit biases, stereotypes, microaggressions, and even death. The ongoing and historical injustices are not acknowledged by those who want to be in power or protect their entitlements. Some who do acknowledge, do so reactively, temporarily, or superficially and thus, no meaningful change occurs. Anti-Black racism is often reframed as accidental, an unfortunate incident, or as the criminality of the victim.



## AMERICAN COUNSELING ASSOCIATION

*Your Passion. Your Profession. Our Purpose.*

### Dr. Patterson-Mills Co-Presenting Paper at International Interdisciplinary Conference

Dr. Sarah Patterson-Mills is co-presenting a paper titled "The Critical Importance of Peer Clinical Supervision" designed for practicing school counselors on July 31 with 2 colleagues, Pamela Brott at University of Tennessee, and Mariama Cook at Columbus State-Georgia. The venue is the [International Interdisciplinary Conference on Clinical Supervision \(IICCS\)](#) and it is virtual this year.

From the program:

**ABSTRACT:** *The call for clinical supervision among practicing school counselors has been an ongoing topic in the literature for at least 45 years (e.g., Boyd & Walter, 1975). School counselors can enhance their professional functioning through intentional supervision from qualified school counselors who have expertise encompassing clinical, programmatic, and administrative modes of supervision. This practice is supported by the Association for Counselor Education and Supervision (ACES) in the Best Practices in Clinical Supervision (Borders et al., 2014). Each mode of supervision contains distinctive features and skill sets: clinical focuses on counseling skills; programmatic focuses on delivering a comprehensive, developmentally appropriate program; and administrative focuses on evaluation of job performance (Harden et al., 2001; Kaufman et al., 2016). Researchers have demonstrated that administrative supervision is the predominant mode provided to school counselors (Henderson, 2009; Sandifer, Martin, Range, & Fonseca, 2019) with over 62% of administrative supervision being provided by a principal (Perera-Diltz & Mason, 2012). Programmatic supervision is needed to guide program development, evaluate and determine the effectiveness of the program, and make necessary adjustments (ASCA, 2019a). In recent studies (Perera-Diltz & Mason, 2012; Sandifer et al., 2019; Wilson, Schaeffer, & Bruce, 2015), researchers have indicated that experienced school counselors predominantly receive administrative and programmatic supervision but most often lack clinical supervision. The stakes are high. "Without successful supervision and nurturing of new school counselors, delivery of effective services may decrease and result in the administrative assignment of non-counseling duties that take away from the entire counseling program" (Wilson, Schaeffer & Bruce, 2015, p. 28).*



# IICCS

INTERNATIONAL INTERDISCIPLINARY  
CONFERENCE ON CLINICAL SUPERVISION

## BCBA Student Passes Exam on First Attempt



Our first 2020 graduate to attempt the BCBA exam was Holly Fischer, MA. On June 29 she passed on her first attempt! Ms. Fischer is excited to take her career to the next level and has already accepted a position serving children and parents in the local area. Ms. Fischer's thesis project focused on using Acceptance and Commitment Training to assist parents of newly diagnosed children with Autism Spectrum Disorder which will also be a focus of her future practice. Congratulations Holly!

## Curriculum and Instruction

### Designing & Implementing K-12 e-Learning



[MA, Education - with graduate certificate](#)

[Graduate Certificate only](#)

Check out our new emphasis area for the Master of Arts in Education, and get ready for the future of K-12 teaching and learning!

The program was specifically designed to empower teachers with expertise in planning and delivering effective online instruction from kindergarten through grade 12.

#### Courses Include:

- Instructional Design for K-12 e-Learning
- Transforming Learning with Technology
- Multimedia Applications
- Ethics and Issues in Educational Technology
- Engaging and Assessing K-12 Students in e-Learning
- Educational Technology Theory and Practice

### Summer Socialization, Skill Building, and Pride Month: June Toolkit

The Autism Society of America provides a wealth of resources for families, individuals and their teachers and professionals in the field of autism, including a newly released June Toolkit for planning summer activities in the days of COVID-19. Please share this resource with your families, friends, teachers, counselors, and social workers.

[Summertime Socialization, Skill Building, and Pride Month: June Toolkit](#)



## Congratulations to These Recent Teacher Graduates!

Hats off to Kayla Nogle. Kayla is a fall 2019 teacher education completer (Music Education) and has accepted a position at Francis Howell North High as the Assistant Band Director for the 20-21 academic year.

Hunter Drew, a fall 2019 completer, has secured a position at Pattonville Heights Middle School as a science teacher.

Jocelyn Treadway, fall 2019 completer, will teach science courses at Valley Park High School in the 20-21 academic year.

Congratulations, graduates! We are so proud of your accomplishments. Please stay in touch!



Kayla Nogle



Hunter Drew



Jocelyn Treadway

## Coming Fall 2020! - Tutoring Center for K-9 Students

The center will be available three afternoons a week to provide support for elementary and middle school students who are struggling in reading. Our School of Education students can earn practicum hours for their Methods of Teaching Reading and Analysis and Correction of Reading Difficulties courses by providing tutoring in the center! Keep watching The Lead for more information about this exciting opportunity plus others coming to Roemer Hall in Fall 2020! Reading is for everyone!



## Educational Leadership

### Tiandra Bland Appointed Lewis & Clark Elementary School Principal



School of Education alum, Tiandra Bland, has just received a principal position at Lewis & Clark Elementary school!

Tiandra has previously worked as the lead assistant principal at Riverview Gardens High School, and as a music teacher in the Normandy School District, in which she was the 2003 Teacher of the Year.

Congratulations to Tiandra on the new job. You make the School of Education proud!

### Opportunity to Join a Summer Book Club with Dr. Mitch Nasser and University Faculty

Dr. Mitch Nasser, Assistant Professor in Educational Leadership, is collaborating with faculty from Gwynedd Mercy University, Slippery Rock University, and the University of West Georgia on a summer reading project for MA and EdD students in Higher Education. Past and current students can contact Dr. Nasser if they are interested in joining. Doctoral students will facilitate MA student discussion as part of the program. Please see below for the flyer and link to sign up.

[Sign up here!](#)

**SUMMER**  
*Book Club*

LIFE HAS QUESTIONS. THEY HAVE ANSWERS.  
—THE NEW YORK TIMES

#1  
NEW YORK  
TIMES  
BEST SELLER

BILL BURNETT & DAVE EVANS

DESIGNING  
YOUR LIFE

HOW TO BUILD A WELL-LIVED,  
JOYFUL LIFE

THURSDAY, JULY 30  
THURSDAY, AUGUST 6  
THURSDAY, AUGUST 13

6:00-8:00 PM EST

Join us for a virtual discussion about using design principles to build a well-lived life. This will be a great opportunity for networking, reflection, and discussion.

"In this book, Bill Burnett and Dave Evans show us how design thinking can help us create a life that is both meaningful and fulfilling, regardless of who or where we are, what we do or have done for a living, or how young or old we are."

Sign up using the [Google Form](#).

### Ed.D. in Instructional Leadership Degree - New and Final Applications Due August 1

Fall 2020 will be the final semester of the Ed.D. in Instructional Leadership degree. If interested in applying for this program, applications must be received by August 1. The doctoral program will continue to offer degrees in administration for K-12 education and higher education. We also anticipate a new online Ed.D. in Leadership degree to be offered in spring 2021. More information will be offered on this degree when available. Please see the provided links on applying to the Ed.D. program and information on degrees.

[Graduate Admissions](#)

[Ed.D. Instructional Leadership - Program Information](#)

### Dr. Mitch Nasser Interviews Dr. Gavin Henning for Higher Education Course

Dr. Mitch Nasser, Assistant Professor in Educational Leadership, recently interviewed Dr. Gavin Henning for the course EDHE 51500 Outcomes Assessment and Instructional Improvement. Dr. Henning is a co-author of the book used for the course, *Student Affairs Assessment: Theory to Practice*, and shared great insights into assessment and social responsibility. A screenshot of the interview is below.





## Sign Up for Comprehensive Exams

The Comprehensive Exams for the EdD program for all campuses **will be held online via Canvas on Saturday, August 1 from 8:00 AM-11:00 AM**. If you will finish ALL of your coursework, other than Capstone III, by the end of the Summer 2020 semester you need to sign up for the Comprehensive Exam by writing, Dr. Robyne Elder, at [relder@lindenwood.edu](mailto:relder@lindenwood.edu). Please make sure to check with your advisor and assure that all coursework is complete before signing up for the exam. Dr. Elder will let you know that you are on the list for Comps in her return email. In order to prepare for the exam, a study guide will be provided in June and a Zoom prep session will be held in July (date and time TBD). You need to make plans to Zoom in to the session if at all possible, however, a link of the recorded session will be made available. Once you have signed up for the exam, you will be on the email list to receive information on the Comp Exam (specific information about the exam, study guide, prep session Zoom link, etc.). Thank you!

## Journal of Educational Leadership in Action Spring/Summer 2020 Issue

The spring/summer 2020 issue of the [Journal of Educational Leadership in Action](#) (ELA) is now available. ELA's editorial staff hope you find this research valuable, especially during this unprecedented time. This issue of the journal highlights a variety of perspectives on leadership, focusing on social justice in leadership and practice, online courses for school leaders, transitioning to standards-based grading practices, preparing principals for school and university partnerships, the relationship of academic deans' leadership effectiveness and emotional intelligence, influence of principal leadership on literacy instruction, and university education in Nigeria. The editors of ELA welcome and value your readership and [encourage you to submit for future publication\(s\)](#).

## Economic Education Center



*School of Education*  
**ECONOMIC EDUCATION CENTER**  
 AT LINDENWOOD

## Transforming Your Classroom in an Era of eLearning



On **June 25** at 1pm-2:30pm (CST), the Economic Education Center offered **Transforming Your Classroom in an Era of eLearning**. This professional development webinar explored innovative strategies and resources for improving virtual and hybrid learning. More than 80 people registered for the event, including teachers, SOE students and faculty, home school parents,

and non-profit educators. The webinar featured useful presentations on creating virtual connectedness and making the most of distance education from Dr. Tawni Ferrarini and SOE's Dr. Vanessa VanderGraaf. The webinar also showcased Youth Entrepreneurs' (YE) free, ready-to-use project-based learning curriculum. High-school teacher Ken Chadwick – and SOE Master of Arts in Teaching (MAT) alum – led a virtual activity to give participants a taste of the YE curriculum and shared his experiences using the versatile YE resources. The webinar was in collaboration with **Youth Entrepreneurs** with support from John and Barbara Hammond (John is a member of Lindenwood's Board of Trustees).

## July Brings More Online Professional Development Opportunities

Tawni Ferrarini, director of the Economic Education Center, will lead several virtual professional development events in July:

### July 9, 6pm-7pm (CST) | Macroeconomics 302: Business Cycles – Recession vs. Depression

In this webinar, participants examine factors that influence levels of production, income, employment, and prices while also examining the particular business cycles of the Great Depression (1929-33) and the Great Recession of 2008. Participants will compare and contrast these two historical events and relate them to current events. Participants will learn about each phase of a business cycle, how to compare actual versus potential GDP, and global business cycle indicators. The webinar is free but registration is required. **Click to [REGISTER](#).**



### July 28, 6pm-7pm (CST) | Using Active Learning Techniques to Explore the Deficit Controversies

After an introduction to the basics of federal deficits and public debt, participants will be able to analyze the effects of different funding scenarios on production, income, and ballooning public debt. This interactive webinar will give teachers the opportunity to see group-work activities in action. This webinar is free but registration is required. **Click to [REGISTER](#).**

### July 29, 3:3pm (CST) | Listening to the Heartbeat of the Economy

Before the Internet, institutional investors had an advantage over the general public because of access to economic data. That advantage has diminished over the years as economic data has become more widely available. This practical webinar will help to further even the playing field for professional and retail investors by alerting them to reliable sources and the meanings and release times for key economic statistics. These data announcements often influence stock and bond markets, especially when the data differ from expectations. This webinar is free but registration is required. **Click to [REGISTER](#).**

Visit the [EEC website](#) often to stay updated on future events.

## Subscribe to the Lead!

Are you enjoying what you see but are not yet subscribed?

[Subscribe here!](#)

## The Lead: Feedback Encouraged

We hope you enjoyed this month's newsletter! We appreciate any feedback or ideas that you could offer to us as you browse The Lead. If you would like to provide feedback, or a story you would like us to share, please email [schoolofeducation@lindenwood.edu](mailto:schoolofeducation@lindenwood.edu).

Please feel free to share far and wide with anyone you believe would enjoy this news source about the School of Education.

## Follow us on Social Media!

*We are so close to our goal of 1,000 Facebook likes! Like us now, and maybe you could be our 1,000th Facebook friend!*

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