

[View in browser](#)[Link to Forward To A Friend](#)

Lindenwood University School of Education



The Lead

September 2020

Vol. 2020 | Issue 9

Featured Stories

Dean's Message

Greetings everyone,

Welcome to the September issue of *The Lead*, Lindenwood University School of Education's monthly periodical of news and notes. Like so many of you, the SOE faculty and staff are busy assisting our returning students and greeting new arrivals, all the while delivering quality course experiences. The challenges we all face in order to ensure program accessibility and quality, under these most unusual of circumstances, are difficult and unprecedented. However, one can't help but be inspired by the resolve and collaboration among the faculty, staff, students, and our K-12 and clinical partners who have made possible the successful kickoff this fall semester.

Please take time to read through and enjoy *The Lead*. As you will see, the School thrives as a result of the efforts of the many professionals and partners who work with us toward the realization of our mission.

The Mission of the School of Education at Lindenwood University is to provide an experiential education of exceptional quality which prepares students to successfully lead and serve as professionals in a diverse society.

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



Faculty Reflection - Dr. Jill Hutcheson

A Pathway Forward

Over the past six weeks, I have met virtually with fellow educators close to home in Missouri and across the country in North Carolina, Florida, and Texas. When I reflected on these interactions, I realized how often the conversations included words like *unbelievable*, *unimaginable*, and *unprecedented* when describing recent teaching expectations and experiences during the COVID-19 quarantine. But what was truly remarkable was the spirit of resilience and hope that also resonated from those conversations. My colleagues were clear that they could meet the challenges of teaching online, if necessary. Still they longed for the *good old days of 2019* and were hoping for a quick end to the isolation of

COVID-19. Their strength and courage in these times of uncertainty reminded me of this quote from Desmond Tutu: *"Hope is being able to see that there is light despite all of the darkness."*

Throughout my career in the field of education, I have seen countless educators demonstrate the collective tendency to choose hope, and demonstrate the ability to quickly regroup to focus on a new pathway forward. Meeting expectations is a driving force for professionals in our field, and the last six months have certainly created the need to be flexible enough to grow and change. In fact, educational professionals and leaders everywhere have literally reinvented themselves and their work almost overnight. An attitude of hope and change has also been evident at Lindenwood in the School of Education during this time. In fact, the faculty has dared to reimagine the future of all our programs, and as a result made strategic changes in programming and delivery models. To even better meet the needs of our students and their future employers, we are currently reconsidering some of the absolutes that have driven our procedures and expectations while creating more efficient ways to prepare all our graduates for whatever their future will hold. Like educators everywhere, the faculty here has been revising, retooling, and improving pedagogy. In fact, some faculty members embraced the future of change by earning one or more certifications in online teaching, design thinking, and artificial intelligence in recent months. One thing is certain; normal will never be the same. We are living in a dynamic time that quite likely will make a lasting impact on our work. I invite you to join me in choosing hope and the opportunity for new pathways forward, fostered by change. The faculty and staff members in the School of Education are always here, available, and positioned to continue providing quality experiences that will prepare all SOE graduates for success in an **ever-changing** diverse society.



From LU School of Education's Center for Innovation & Insight (I&I)

LU School of Education's Center for Innovation & Insight (I&I) is working on several initiatives as our school year begins. I&I is excited to have an international speaker, visiting Lindenwood virtually, to share their insights on the Future of Learning in early October. Working in collaboration with Lindenwood's Learning Academy, this speaker will share four design principles our faculty and staff can use to drive the future of learning!



School of Education  LINDENWOOD UNIVERSITY

SOE's I&I is developing our first Fellow position to support Scholarship. This position is essential as we increase our ability to search for grants and develop research in the field. Look for our announcement coming soon!

I&I is also working to create a Tutoring Center to support K-8 students in our local communities by providing tutoring services to support reading and math skills. The plans for a virtual opening are in development and we anticipate supporting a wide range of students.

The Center for Innovation & Insight is part of a flourishing evolution in the School of Education and dedicated to supporting the areas of Scholarship, Teaching and Service.

Lindenwood Professional and Continuing Education (PACE)

LINDENWOOD
UNIVERSITY

PROFESSIONAL AND CONTINUING EDUCATION



Lindenwood Professional and Continuing Education (PACE) is excited to have launched four new non-credit certificate programs this August. Whether you're looking to advance in your current profession, change careers, earn credentials toward a degree, or are simply seeking new interests, Lindenwood PACE can help you reach your goals.

PACE has collaborated with the School of Education, School of Arts, Media, and Communications, the Plaster School of Business and Entrepreneurship, and the School of Humanities to offer the following certificates for fall 2020:

- Agile Project Management with ACP Prep
- Professional Certificate in Executive Writing
- Virtual Communications
- Educating Effectively from a Distance for K-12 Educators Bootcamp

Faculty members from the School of Education have developed a K-12 eLearning bootcamp to address the needs of local school districts who will be teaching virtually during the first weeks of the school year due to the COVID-19 pandemic. The Hancock School District was the first district to participate in the bootcamp, which was held during the week of August 24, with 120 K-12 teachers participating.

PACE provides carefully designed certificates, and thought-provoking flexible online non-credit and credit courses, professional development, or personal enrichment. Visit our website at www.lindenwood.edu/pace to view our professional certificate, industry certification, and non-credit and credit course offerings.

Dr. Hutcheson Receives Quality Matters Certificate



Associate Dean, Dr. Jill Hutcheson, received her Quality Matters Certificate. This achievement certifies that Dr. Hutcheson is prepared in the area of online learning, demonstrating mastery in other mini-certifications.

Congratulations Dr. Hutcheson!

SOE-DEI Committee Involved with BMESTL Book Signing Event

The Chair of our School of Education - Diversity, Equity, and Inclusion (SOE-DEI) Committee, Dr. Tammy T. Moore, participated at a book signing, as one of the many DEI efforts for the School of Education. Black Male Educators in St. Louis (BMESTL) hosted a drive-by book signing to kick off their *Voices by BMESTL Volume 1* release. The book includes excerpts from 13 Black male educators and three of whom are alumni of Lindenwood University.

The co-founders of BMESTL:

- Howard E. Fields III, PhD, a current member of our SOE-Diversity Committee and adjunct instructor, is the Assistant Superintendent for Kirkwood School District
- Daryl S. Diggs, Jr., Ed.D, is the Principal for Hardin Middle School.

[Visit the SOE-DEI Committee webpage](#)

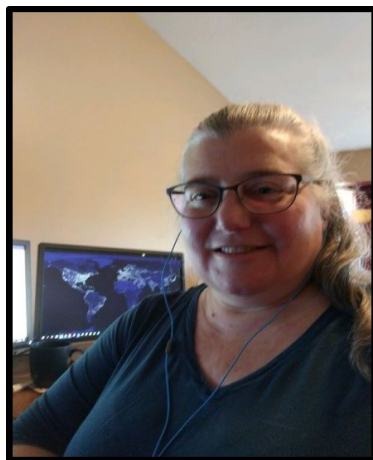
[Click here for feedback and suggestions to the SOE-DEI Committee](#)



Karin May Receives SOE "Caught you Caring" Award

A Caught you Caring award was just received by Karin May. This is what her nominator had to say:

"Karin May has a huge job. She is responsible for the configuration, maintenance and integration of a number of the technical systems used across campus. Her primary responsibility is to keep Canvas up and running. However, she also works on other things like EMS, Cashnet, Rectrac, and Starfish. Recently Karin saved the day by stepping in to assist a



large number of Hancock District teachers participating in a PACE sponsored e-learning bootcamp, who could not access Canvas as their course went live. Once Karin got involved she resolved every issue in a matter of minutes even as she was being bombarded with main campus issues. Karin never lost her composure, solved every problem and calmed each student's access concern. By 10:00am, 120 Hancock educators and the SOE faculty were online working. Karin treated the situation with calm professionalism."

Karin was truly caught caring!

Caught you Caring

Have you heard of Caught you Caring? The School of Education has an initiative to spotlight faculty, staff, and adjuncts who have gone above and beyond for our students, or stakeholders, this semester! Examples of a "caught" include, but are not limited to; the staff member remembering something you were going through and asked how it was going, a faculty member brought new insight to a school project, or an adjunct brought up an idea that gave you an "ah ha" moment.

[Please nominate someone today by filling out this short form!](#)

If you have any questions please email bneunuebel@lindenwood.edu. Have a wonderful day!



Counseling, Social Work, Behavioral Analysis

Despite the Pandemic, Clinical Mental Health and School Counseling Enrollment Soars

One hundred new graduate students are enrolled in the Clinical Mental Health and the School Counseling programs this semester – this is amazing! Last year we had about 60 new students.

According to Ryan Farmer, Graduate Admissions Representative:

"in comparison to this time last year, the amount of applications, admitted and enrolled students has increased dramatically. We believe this is due to a couple of contributing factors. In having conversations with potential students, many seek this program out because they have reported hearing extremely positive experiences from their peers or family members who attend the program currently or who have in the past. This is a great reflection on the faculty and staff that provide high quality education and resources for our students.

Additionally, we believe that due to the COVID pandemic, in some cases, the shift to working remotely has allowed individuals the flexibility to continue their education more freely. But also there seems to be a recognition and a need for future educators, and counselors both in the schools and private practices, to serve our students and the community as they work through this unsure time. Congratulations to the hard work this program is putting in to be available and to serve our current and future students."

School Counseling Graduate Demonstrates "Real Success"

Kelly Cochran, a 2020 May graduate, persevered this spring and graduated with her Master's in School Counseling. Kelly has already passed her NCE (National Counselor Examination) and is in the process of securing her Provisional Licensed Professional Counselor credential. She received a promotion at Clark Community Mental

Health Center, where she is the team leader for Show-Me Hope Missouri—a crisis program for COVID-19.

Kelly's success would not have happened without Dr. Sarah Patterson-Mills and Dr. Rankins. They both were instrumental in Kelly being able to complete her Field Placement II hours during the pandemic. They did not hesitate when obstacles occurred initially, but they acted quickly to resolve the situation. Greater MO Site Coordinator Wendy Linton stated she is "so proud of Kelly and of our counseling department's ability to work as a team to support her."

Kelly is a nontraditional graduate student and a single mom. Kelly knew she wanted to work as a Licensed Professional Counselor. So, she pursued her dream which required her to take 12 hours for two semesters while still working full-time. Kelly wanted to be sure this was included in this story, "I do not believe I would have been able to complete the graduate program in its entirety without the tireless advocacy and support I received from Wendy Linton, pandemic or not, I am forever grateful."



New Faculty Member, Professor Agata Freedle, to be Moderator for Pandemic Parenting Webinar



Agata Freedle will be a moderator for a Pandemic Parenting webinar. Pandemic Parenting is an initiative created by Dr. Zelechowski and Dr. Malloy, two psychologists, scholars, and moms focused on sharing science-based research to help all who care for kids navigate this pandemic. The webinar will be September 17 at 8pm entitled, "Mom guilt: Good enough pandemic parenting" with guest expert Dr. Lamb.

Additionally, an article Agata co-authored titled, "Preparing Teacher Candidates for Trauma-Informed Practices" was just accepted for publication in the *Urban Education*.

Congratulations, Agata!

Curriculum and Instruction

Recent SOE Completers Celebrate Success

The School of Education is proud to recognize a few of our recent Teacher Education Program graduates:



Emma Tabacchi has accepted a teaching position at Francis Howell Central and is a Fall 2019 completer of our 9-12 Business Education program.



Jamie Meisinger, a Spring 2020 completer, accepted a middle school math teaching position at Wentzville Virtual Academy in the Wentzville School District.

Matt Riesel, a Fall 2019 completer, accepted a physical education teaching position at Bel Nor Elementary, in Normandy School District.



Rachel Phillippe, a Fall 2019 completer, recently accepted a teaching position as an orchestra teacher at Collegiate School of Medicine and Bioscience High School.



Haley Holman, a Fall 2019 completer, recently accepted a 4th grade teaching position at Westhoff Elementary in the Fort Zumwalt School District.



Kennedi Wagoner, a Spring 2020 completer, recently accepted a Kindergarten teaching position at Cuivre Park Elementary in the Lincoln County R-III school district.

Laurie Pursley, a Spring 2020 completer, accepted a middle school social studies teaching position at Wentzville School District.

Congratulations on your recent accomplishments! You make the School of Education proud! If you are a recent completer and would like to share your news with us, please share your information and photo with Dr. Aldridge at aaldridge@lindenwood.edu

KDP Chapter Receives Silver Award



The Tau Phi Chapter of Kappa Delta Pi (International Education Honorary Society), was recently honored with the 2019-20 Silver Award for their Celebration of Teaching project. As an award winner, the chapter will receive \$100 and an invitation to share strategies and ideas at the next KDP Convocation. The KDP organization on the Lindenwood campus is sponsored by Professor Emeritus, Dr. Nancy Schneider. Although Dr. Schneider retired after the 2020 academic year, she is still very much a supporter of KDP and an influencer in the field of education. The chapter will be highlighted on the KDP website in October 2020.

Education students interested in joining the Tau-Phi chapter can contact Dr. Schneider at nschneider@lindenwood.edu. Currently students must have a 3.0 GPA to be considered for full membership. Associate members are accepted as Freshmen or Sophomores without regard to their GPA.

Preparing the Next Generation of Educators

Amid starting the academic year fully online and adjusting to students' unique needs during this time of uncertainty, our school has embraced the opportunity of becoming nationally recognized through the Council for the Accreditation of Educator Preparation (CAEP). More commonly referred to as CAEP by institutions of higher education, its scope of work is centered on the accreditation – quality assurance - of educator preparation providers through an external peer review. In brief, CAEP advances equity and excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen P-12 student learning (CAEP, 2020).

To meet such designation, our school has been actively engaged since the spring of 2019 with meeting CAEP's five strategic goals of (1) Continuous Improvement, (2) Quality Assurance, (3) Credibility, (4) Equity, and (5) Strong Foundation. With an

ever-changing school environment, attaining accreditation through CAEP will confirm to the local and academic community that our educator preparation program effectively prepares future generations of educators through research-grounded curriculum, instruction, and clinical experiences that thoroughly prepare them to enter the classroom pedagogically and knowledge-ready to teach an increasingly diverse student population.

For more details on this exciting organizational journey, contact Dr. Jill Hutcheson at JHutcheson@lindenwood.edu or [visit our accreditation site here!](#)

Educational Leadership

Educational Leadership Launches Revised Programs

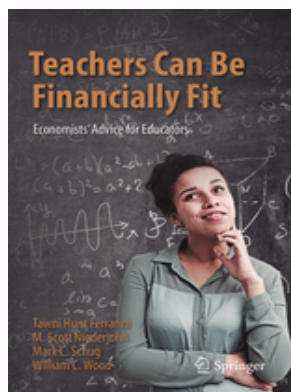
Educational Leadership launched its revised MA School Administration and Ed.S. School Administration Degree Programs in fall 2020. The new program reduces the total credit hours required from 36 to 30 and provides new courses which have been carefully aligned to the Missouri Leadership Development Standards for Aspiring Principals. The program reflects recent DESE changes in the Domains and Competencies for Initial Principal Certification, as well as the revised criteria for attaining the K12 Principal Certification. The revised program has also adopted the 9-credit hours of School of Education Shared Core courses.

Economic Education Center



School of Education
ECONOMIC EDUCATION CENTER
 AT LINDENWOOD

New Book Offers Financial Advice to Teachers



Tawni Ferrarini, Director of the Economic Education Center, coauthored the book *Teachers Can Be Financially Fit: Economists' Advice for Educators*. Written by an expert team of four award-winning economic educators, the book offers common sense advice to educators looking to build good financial habits, shows how educators can take advantage of their profession's distinctive characteristics to succeed financially, and illustrates how teachers can adapt budgeting, saving, investing, and similar techniques to their specific situations in order to live happier and be more financially secure. Educators are attracted to the teaching profession for numerous reasons. Prospective teachers enter the profession believing it offers a certain level of job security and good benefits, usually including a defined-benefit, state-funded pension. But things are changing. Pensions vary widely from state to state and even within school districts. Many private schools do not offer even basic 403(b) saving plans, and when they do, they are often not very generous. Much the same can be said of many charter schools and private colleges and universities. The book covers a comprehensive group of topics specifically targeting educators teaching at the K-12 and university levels, including saving for retirement, managing debt, investment strategies, and real estate. Each chapter begins with a case study of an educator in a specific financial situation, which sets the scene for the introduction and explanation of key concepts. The chapters also include a Q&A section to address common questions and conclude with a "Financial 911" focusing on a financial emergency related to the chapter topic.

Contact eec@lindenwood.edu to organize a workshop or presentation to help teachers make sense of the book's practical advice and apply it in their own lives. Events would be perfect for SOE students, faculty, and alumni, as well as educators throughout Missouri and Illinois.

Financial Literacy & Economic Education Conference Coming Soon

As part of the Council for Economic Education's (CEE) national network, the Economic Education Center invites educators to participate in CEE's Financial Literacy & Economic Education Conference. The annual conference, which will take place virtually this year, is the nation's premier event for K-12 educators who want to integrate personal finance and economics into their classrooms. The virtual conference takes place September 30 through October 2. Discover innovative ways to engage students while networking with like-minded colleagues. Learn from experts through 50 education sessions that provide deeper content knowledge, offer activities and lesson plans to do with students, and improve confidence and impact in the classroom. Each day of the conference provides round-table opportunities to share resources and experiences, as well as the ability to connect with

other attendees one-on-one. Attendees can experience the conference at their own pace with on-demand content available to them for six months after the event.

REGISTER by August 31 to receive the early-bird fee of only \$79; afterwards, it is still an affordable \$99. [Click](#) to explore more about the conference schedule, speakers, and exhibitors.



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.

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!

[Facebook](#)

[Instagram](#)

[Twitter](#)



To learn why you received this and how to remove yourself from the list, see [Privacy Policy](#)
[Review/edit information about you](#) | [Unsubscribe](#)

Generated by  [Learn more](#)