

The Lead



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Education at Lindenwood University**

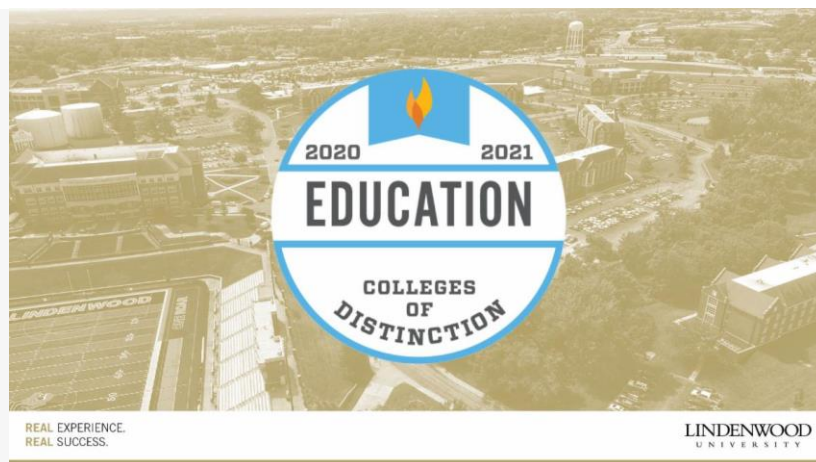
March 2021 *Vol. 2021 | March Issue*

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Dean's Message

Greetings everyone,

Welcome to the March 2021 edition of The Lead, the monthly newsletter of the Lindenwood School of Education. We are pleased to welcome an expanding subscription base of faculty, students, alumni, and colleagues, and are excited to share the accomplishments of our faculty, students, and staff. It gives me great satisfaction to spotlight individuals who help advance our school and the university.



Among the many accomplishments highlighted in this issue of The Lead, we are particularly excited to announce that the School of Education has been selected as an Education College of Distinction. This recognition is a tribute to a very hard working professional faculty, to the expertise of our support staff who ensure the smooth, informed operation of the school, as well as to our K-12 partners, the community, and our clinical agency stakeholders.

Additionally, we are excited to announce that this coming academic year the School of Education will change its name to the College of Education and Human Services. This name change acknowledges the school's growth and the importance of its mission which is to provide undergraduate, graduate, and certificate programs focusing on Leadership, Teaching, and Clinical Support Services. Commensurate with the name change, we are launching our new online Ed.D. in Leadership with emphasis areas in Curriculum & Instruction and Administration. This exciting new doctoral program has been two years in development. It is unique in its programming and its method. Anyone interested should apply now to be included in the program's first fall cohort. You can read more about the program in this newsletter.

I hope you enjoy reading The Lead. We are excited about where we are and look forward to the days ahead.

Very best,

A handwritten signature in black ink that reads "Anthony Scheffler". The signature is written in a cursive, flowing style.

Anthony Scheffler, Ph.D.

Dean, Lindenwood School of Education

Special Announcement - College of Distinction

Education College of Distinction

Lindenwood University has been recognized for its honorable commitment to engaged, experiential education by **Colleges of Distinction**, which is celebrating its 20-year anniversary as a one-of-a-kind guide for college-bound students.

The School of Education programs received recognition for our demonstrated success in the classrooms and engaged faculty. We are grateful for the recognition and look forward to continuing to provide our students an engaging and experiential education.



Featured Stories



School of Education Student Employee Performs in University Production

Cierre Wesley, first year acting major, is a member of the Dean's Office Team. Cierre is an administrative assistant student employee and is also an active member of the University's theatre department.

The School of Education is excited to share that Cierre is performing in Lindenwood University's upcoming show, *Evangeline Drowning*. This play is a beautiful and hard-hitting show that talks of the aftermath of the Louisiana hurricanes through the lens of teenage students. If you need a little date night, family movie night, or just want to support local artists, this show is for you! You can watch this VIRTUAL

play from the comfort of your own home.

If you are interested, you can stream March 5 or 6! Tickets are \$7 for adults, and free for Lindenwood faculty and Staff. [Get your tickets here!](#)

Day of Dialogue

On behalf of the Diversity, Equity, and Inclusion (DEI) Task Force, we wanted to share with you an engaging opportunity for professional development. On Wednesday, March 3, 2021, the DEI Task Force will be hosting Lindenwood University's inaugural [Day of Dialogue event](#). The Day is designed as a virtual campus-wide event where participants can examine their individual role in building a shared community at the University. The theme of the Day of Dialogue is Civic Engagement + Social Awareness. Participants will examine the theme of Civic Engagement + Social Awareness through an exploration of various topics. While the entire day will be beneficial to all staff members, participants will be able to select which interactive breakout sessions they wish to attend.



The Day of Dialogue's structure allows for the exploration of challenging ideas, telling narratives, and discussion across culturally divisive topics. Our two keynote speakers are Dr. Claude Steele, author of *Whistling Vivaldi* and a professor of Psychology at Stanford University, and Mrs. Emily Pitts, former General Partner – Head of Inclusion and Diversity at Edward Jones and current DEI Consultant. The various interactive breakout sessions are facilitated by current Lindenwood faculty and staff.

Registration for the Day of Dialogue is now open. Students, faculty, staff, alumni, and the general public are encouraged to register for the event through the [Lindenwood Learning Academy](#). It is our hope that we can come together as an entire campus collective to create a more inclusive campus for all Lindenwood community members. Hopefully you will be able to join us in this historic moment.

For more information regarding the Day of Dialogue, please feel free to email diversity@lindenwood.edu.



SOE Student Receives Sportsmanship Award

Congratulations to School of Education student, Lillie Schafer! Lillie was awarded the GLVC James R. Spalding Sportsmanship Award.

This award is given to student-athletes who have distinguished themselves through sportsmanship and ethical behavior. These individuals must also be in good academic standing and have demonstrated good citizenship outside of the sports-competition setting.

Diversity Teacher Job Fair - March 6

Meet and interview with 28 Private
Independent Schools

- Positions: Teachers and coaches, PreK-12
- Certification a plus, but not necessary
- BA/BS degree minimum (obtained by January 2021)
- All majors welcome



For more information and to register
for an interview, [click here!](#)

Scholarship Opportunity!

The Jefferson County Retired Educational Association (JCREA)/Missouri Retired Teachers Association (MRTA) are offering a \$1,000 scholarship to an applicant meeting the following requirements:



1. A graduate of a **Jefferson County** Missouri high school
2. A 3rd or 4th year student majoring in **education**
3. A student who presents a **Letter of Recommendation** from at least one of their college professors
4. A student having earned a GPA of **3.0 or better**

For an application, please email Dr. Jill Hutcheson (jhutcheson@lindenwood.edu).

Deadline for completed application: postmarked April 15, 2021.

Send applications to: Judy Perkins

jdyprk@gmail.com

4402 Maple Ln.
DeSoto, MO 63020

The recipient of this scholarship will be notified and invited to attend an association meeting to be recognized as JCREA's 2020 Scholarship recipient.



School of Education Partners with Alum, Kevin Carter!

Lindenwood School of Education is excited to be partnering with one of our own alumni, Kevin Carter. Kevin received a Master's degree in Education Administration at Lindenwood University.

Kevin currently serves as the Stride Learning Career Prep Administrator. During the summer of 2020, Dr. Tammy Moore (Certification Officer for the School of Education), and Kevin began a conversation around how to best support Lindenwood graduates in the field of education, both administration and classroom. Stride Learning is a premier company in the field of virtual education and strives to

provide the best possible outcomes for our students and families. During Kevin's 25 years in public education, he has observed gaps in teacher preparation programs and the educational environments graduates were working in, particularly those serving underserved communities. Through multiple conversations with Dr. Moore during the pandemic, they began to discuss what education will look like moving forward, and began the discussion of a partnership between Lindenwood University and Stride Learning. Dr. Moore and Kevin both understand the need for stronger supports and understanding of the learning environment graduates would be working in, and also felt that they had a unique opportunity to ensure Lindenwood graduates would be prepared for whatever tasks face them upon graduation, whether from the undergraduate or graduate programs.

The partnership between the Missouri Virtual Academy (MOVA) will provide an opportunity for students to gain valuable practicum hours in the virtual learning environment. During the partnership students will have access to training materials, curriculum, and live training sessions designed to align educational theory to the actual practice.

Leadership Ed.D. - Emerge as a Scholar Practitioner

Are you a solution seeker? Ready to use your creativity in solving today's educational issues? Cohorts for the Leadership, Ed.D. are now forming for Fall 2021.

[Click here to apply now!](#)



Contact Dr. Lynda Leavitt (lleavitt@lindenwood.edu) for more info!

Curriculum & Instruction

Outstanding Beginning Teachers at Lindenwood University

Lindenwood University's School of Education proudly recognizes Anissa Quilling and Erin Renaud, 2020-2021 recipients of the Outstanding Beginning Teachers award from Missouri Association of Colleges for Teacher Education (MACTE). Anissa currently teaches music at Mehlville High School in the Mehlville School District and Erin is an Elementary teacher at Null Elementary in the St. Charles School District.



Anissa Quilling



Erin Renaud

Anissa has performed in operas and musicals during her time at Murray State, and holds degrees from both Murray State and Lindenwood University in Music. She completed her student teaching experience at Lindenwood University at Pattonville High School, and even spent the last several weeks student teaching in Belize. Her University Supervisor noted that even during her student teaching experience, Anissa did not look like a beginning teacher. She was always poised and was an effective music educator from the start. She understood the importance of long-term rehearsal planning and was cooperative, collaborative, and genuinely invested in student success. Anissa is extremely positive and inspirational. She has served as a Teaching Assistant at Murray State, and an Office Assistant in the Music Department at Lindenwood. She has also served as a leader for a variety of ensembles. She teaches voice, piano, and guitar lessons to students of all ages. She has been a great ambassador for the Department of Music and works extremely well with prospective students and parents. Anissa Quilling is an exceptionally strong teacher. She is caring, compassionate, and focuses on students and their learning. She is constantly reflecting on her practice and seeking advice from master teachers. In her own words:

"My main goal as a teacher is to reach young people. Everyone should feel like they have someone in their corner, someone who truly cares about their wellbeing and supports them in their journey. My hope is to be one of those people for my students. It's an extra blessing that I actually get to do this daily, and in a musical setting!"

Erin first stepped foot into Blackhurst Elementary as a LindenTeach intern. She worked as a "super" substitute teacher in the building for an entire semester, getting to know the students, staff and administration, along with becoming a cherished part of the school community. During the first observation, Erin began speaking Spanish to an English Language Learner. Immediately, the student seemed to be more at ease and conversed with Erin in her native language. Erin was then able to adapt from LindenTeach to student teaching seamlessly, so much that she was supported by the district to take on the Cooperating Teacher's maternity leave as a long-term substitute. Soon after, she was thrown into the virtual learning process as the pandemic hit. The students were always in the best hands and continuing to grow as learners the entire semester because of Erin's ability as a teacher. When the university supervisor observed Erin's classroom, it never seemed that she was observing a novice. Erin's management was stellar, her voice tone and behavior was calm, and the students adored her. Erin consistently used data to inform her instruction and worked collaboratively alongside her grade level teammates. The bond she created with her students was strong, and they obviously loved and trusted her. Erin is truly meant to be a teacher! She is an extremely hard worker and an excellent role model for all.

Recent Graduates Already Employed in Local School Districts

Please join us in congratulating these Lindenwood School of Education students! They successfully completed their student teaching experience in December of 2020 and are already employed by local school districts:



Samantha Cox, 3rd grade teacher at Progress South Elementary in the Fort Zumwalt School District



Jonathan Renaud, 4th/5th grade Virtual Paraprofessional at Orchard Farm Elementary School

Beyond SEL: Building Equity in our Gifted Classrooms

Calling all interested in gifted social-emotional lessons!

Due to the success of the MOSEL group from last summer, we are going to work on more lessons focusing on equity and diversity during July 2021.

Interested? Complete the [Google Form](#) by May 1, 2021 to join. Those selected will be notified by early May.



Beyond SEL: Building Equity in Our Gifted Classrooms

**Meetings to be held virtually (via Zoom):
July 13-15, July 20-22, July 27-29, 9am - 12pm**

Meetings will include PD with a focus on application of equity in the classroom; writing collaborative original curriculum, for possible publication, in small groups; and giving feedback on previous and new curriculum.

**Three hours of graduate credit will be available through Lindenwood University.*

Faculty Members Partner with Local School District to Present *Dismantling Racism*

Drs. Vanessa Vandergraaf and Ricardo Garcia presented *Dismantling Racism* for the Webster Groves School District's Anti-Bias and Anti-Racism Education Camp in early February. The invitation offered an opportunity to build a bridge with one of the top school districts in the Saint Louis area. Drs. Vandergraaf and Garcia highlighted the power of educators to strengthen their abilities to create equitable learning environments through everyday practicalities. Constructive conversations encouraged deep, informed reflections about the complex concepts of race and racism.

Veteran educator of 19 years, from Webster Groves School District, commented: "I appreciate the opportunity to deepen my understanding with your expert advice. In case there is no platform to thank you, I want to say it now. Thanks for your time, experience and knowledge".



Lions Helping Lions

The School of Education Advising, Retention, and Certification Center (SOE-ARCC) is hosting two virtual Missouri Content Assessment (MoCA) study groups. SOE-ARCC is bringing alumni, faculty, staff, and current students together to review testing tips, test anxiety help, and assessment review. Alumni who are interested in mentoring current teacher education candidates are encouraged to register using the link below. If you know of a current Lindenwood School of Education student who is an Early Childhood or Middle School major who wants to gain support regarding the MoCA, please have them register below.

March 23 | 4:30p.m. Early Childhood Study Group

March 25 | 4:30p.m. Middle School Study Group

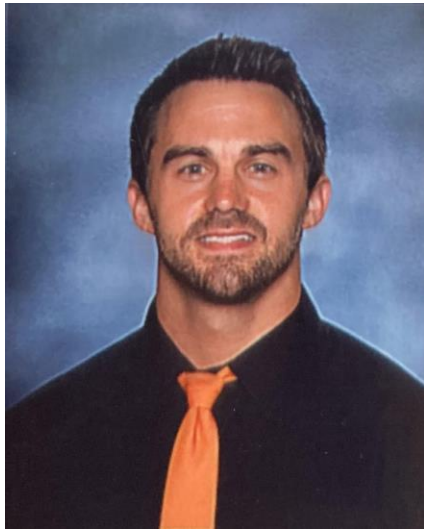
[Register here as an alumni!](#)

[Register here as a current student!](#)

Educational Leadership

Congratulations to these Recent Ed.D. Completers

Congratulations to the four scholars who recently completed their Ed.D. degrees in January 2021. Your hard work has paid off!



Jake E. Kloepfel

Behavioral Motivation of High School Leadership Organizations: This quantitative research study examined the perceptions of ninth through 12th grade leadership students and facilitators, regarding their motivation to project-based learning scenarios.



Margaret Leigh Loflin-Williams

A Mixed-Methods Study Regarding Full-Time and Adjunct Faculty Burnout in a Community College Setting: This mixed-methods study was focused on compassion fatigue and burnout in both adjunct faculty and full-time faculty members at a southwest Missouri comprehensive community college.



Jennifer M. Brady



Rocky C. Valentine

Embedded Librarianship and Student Success in Graduate Nursing Programs:

The purpose of this study was to evaluate how students perceive and report their usage of the academic library and to determine if students demonstrate a higher level of information literacy competency at the completion of a course including an embedded librarian compared to students without access to an embedded librarian.


School-Based Wellness

Programs: Educator Perceptions: The purpose of this explanatory, sequential, mixed-method study was to investigate certified educators' perceptions of school-based wellness programs, wellness program components, and their impact on educator stress, burnout, and retention.



How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research

An effective principal's impact is stronger and broader than previously thought, making it "difficult to envision" a higher return on investment in K-12 education than the cultivation of high-quality school leadership, according to this research synthesis.

 SCHOOL LEADERSHIP REPORT

Report from Wallace Foundation Stresses the Impact of Effective Principals

The Wallace Foundation recently released a report discussing the significant impacts an effective principal can have on student achievement, teacher satisfaction and retention, and other factors in a school district. The highlights from the report are below:

“The impact of an effective principal has likely been understated, with impacts being both greater and broader than previously believed: greater in the impact on student achievement and broader in affecting other important outcomes, including teacher satisfaction and retention (especially among high-performing teachers), student attendance, and reductions in exclusionary discipline.”

“It is difficult to envision an investment with a higher ceiling on its potential return than improving principal leadership.”

“Preservice preparation programs, pipeline initiatives, and in-service learning opportunities can have more positive impacts by focusing on high-leverage practice areas, such as instructionally focused interactions with teachers (e.g., feedback, coaching), building strong relationships and collaborative cultures, and strategic personnel management (e.g., hiring, placing, and retaining effective teachers). The evidence also argues for continued reorientation of the work of school principals toward educational equity and for school districts to prioritize the needs of increasingly diverse student backgrounds, both in hiring and retaining effective leaders for high-need schools and in ensuring that leaders from diverse backgrounds have equitable access to principal roles.”

A link to the full report can be found here:

[How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research | The Wallace Foundation](#)

Dr. Mitch Nasser Hosts Dissertation Support Zoom Meetings

Dr. Mitch Nasser, Assistant Professor in Educational Leadership, is hosting a variety of Zoom meetings for dissertation support. Any students who are currently enrolled in or completed Capstone courses (I, II, III, and Experience) are encouraged to attend.



March 18: 12:00pm-1:00pm

[Join Zoom Meeting](#)

Meeting ID: 810 5262 3178

Passcode: TWW3nb

April 15: 7:00pm-8:00pm

[Join Zoom Meeting](#)

Meeting ID: 889 5191 3689

Passcode: QfwPA6

May 14: 12:00pm-1:00pm

[Join Zoom Meeting](#)

Meeting ID: 898 7583 6335

Passcode: g3KNw5

Educational Leadership Faculty Spotlight

In an effort to help our readers get to know our faculty and adjuncts working in Educational Leadership, we will be spotlighting a member of our team each month. This month, our Spotlight falls on Assistant Professor, Robyne Elder.



What brought you to Lindenwood?

Dr. Terry Stewart, retired Assistant Dean at Lindenwood, asked me to edit dissertations when I was teaching high school English at Ft. Zumwalt West. I had known Dr. Stewart when I worked for Jennings School district and he served as superintendent. I really enjoyed the work with dissertations, and this opened an opportunity to work as a graduate assistant and pursue my doctorate and then work as an adjunct instructor, and later an assistant professor.

What are your research interests?

I am interested in the research of Wenger and Wenger-Trayner on Communities of Practice, and Guilford's divergent thinking, specifically applying to reimagining K-12 schools.

What motivates you as an educator?

What motivates me as an educator is working with students, getting to know them and what motivates them; learning from my students and colleagues. I am also motivated as a life-long learner; learning about best practices in education and applying them in the classroom.

What do you like best about teaching?

The best part of teaching is building relationships with students. Working with students, learning from them, doing what I can to assist them in constructing their studies, improving their writing, helping them in any way I can, listening to their stories.

What impresses you about our students?

Their perseverance, especially this year in the time of COVID, to push through even in times of difficulty. However, I have always seen this, through students facing difficult times at home, from loss of family members to illness, students have been able to complete dissertations, coursework, and persist to graduation. They inspire me each day.

What authors or books have influenced you personally and/or professionally? Suzuki’s *Nurtured by Love* where I was taught the philosophy every child can learn. This was further evolved by Steele’s *Whistling Vivaldi* which was so instrumental in considering students’ backgrounds, experiences, and how that shapes their learning experiences. These are just two of many!

Podcast Feature with Drs. Elder and Leavitt

Drs. Robyne Elder and Lynda Leavitt host the podcast, *CapIT!*, which offers an alternative platform of communication for Lindenwood University doctoral students, on their journey to earning an Ed.D. degree. The purpose is to provide increased transparency for “all things dissertation” – as students strive to “Cap It!” The latest episode of *CapIT!* features a discussion with doctoral student, Jeffrey Deckelbaum, his journey, and how he has been able to stay motivated and focused.



[Download the CapIT! podcast today!](#)

Human Services

March is Social Work Month!



Social workers are essential to community well-being. As practitioners, social workers are trained to help. Social work is the only helping profession which requires social justice advocacy as part of its professional code of ethics, and therefore advances the rights of the most vulnerable in society. For more than 120 years, the social work profession in the United States has helped bend the arc of justice, making our nation a more equitable and inclusive place.

Throughout the pandemic, social workers have helped isolated older adults create life-enhancing social connections; ensured homebound schoolchildren got meals and other resources needed to learn; and found emergency shelter for people experiencing homelessness. Many quickly pivoted to offering virtual therapy to accommodate more clients seeking mental health support.

March 16 - World Social Work Day

Social workers worldwide stand together to advance our common message globally. Ubuntu is a concept and philosophy that resonates with the social work perspective of the interconnectedness of all peoples and their environments.



We All Want to Change the World: An Introduction to the Series, Early Women Pioneers in Career Development

By Dr. Sarah Patterson-Mills, Assistant Dean, Human Services - Counseling, Social Work, BCBA



The first in a series of articles in *Career Convergence*, an award-winning online publication from the National Career Development Association. The first article introduces the idea of "herstorical amnesia" (Oakley, 2018) and the notion that many women pioneers were critical to the formation of the career development field and association. Featured were two early twentieth century women who contributed to the notion that women possess the same cognitive abilities as men and as such, should be able to perform all jobs, not a select few.

[View Dr. Patterson-Mills's article here!](#)



Behavior Analysis - Dr. Hanson's Dissertation Accepted for Publication

Congratulations to Dr. Robbie Hanson on the acceptance of her dissertation for publication in the *Journal of Experimental Analysis of Behavior* - the field's seminal journal of scientific and experimental excellence in behavior analysis. Dr. Hanson's work titled, "The Establishment of Auditory Equivalence Classes via the Go/No Go Successive Matching to Sample Procedure" demonstrates innovative advances in the way early learners acquire new skills. It is an incredible honor to be published in JEAB and Dr. Hanson's accomplishment is sure to pave the way for her students and supervisees to make similar contributions in the future.

Behavior Analysis - Student Highlight

Abby Healzer, who is working towards a master's degree in behavior analysis, was promoted to the position of Training Coach at Applied Behavior Services (ABS) before even graduating! Abby has been completing her supervised fieldwork experience at ABS over the past several semesters but was awarded the new position due to her demonstrated competence and skill level on site. Abby's promotion is much deserved and reflective of her hard work and dedication to her behavior analysis curriculum at Lindenwood!



Social Work - Pandemic and Practicum

The pandemic of 2020 has caused considerable reorganization of our social work field requirements. We understand why our previous community partners are unable to allow our students on-site to minimize spread of COVID-19 to those in their care. We hope to see our social work students in placement there again soon.



The Social Work program would like to recognize those community partners who are able to allow our BSW students to complete their practicum hours this semester.

Our special thanks and gratitude to:

Compass Health

Places for People

Pattonville School District

Crisis Nursery

Disabled Athletic Sports Association

Ascension Sacred Heart Children's Hospital

Emerald Place Memory Care



Money Smart Kids Essay Contest

MONEYSMARTMONTH
APRIL 2021

The Economic Education Center is proud to partner with the St. Louis Regional Financial Empowerment Coalition to offer the 2021 Money Smart Kids Essay Contest. The contest is an annual event for students in grades 6-8. Students use their creativity, communication skills, and money-management knowledge to respond to a contest question in a short essay. Classroom teachers are encouraged to use this as a classroom activity. Three finalists will be awarded scholarships made possible by the sponsors of Money Smart Month. The top finalist will be selected as the 2021 Money Smart Kid, win a \$2,000 award and be featured in “On the Money” magazine. The second-place student will be awarded a \$1,000 prize and the third-place student will receive a \$500 award. The three finalists can select a non-profit sponsor, such as a classroom or community organization, to receive an additional \$500 award to help fund classroom supplies and activities. The contest is open to 6th-8th grade students in the metro St. Louis area. Visit [Money Smart St. Louis](https://www.MoneySmartStLouis.org) for information on this year’s contest. All submissions must be received by 5 p.m. on April 16, 2021. The contest is part of the 2021 Money Smart Month, an annual initiative that offers free financial education classes and activities to help families learn more about personal finance. Find more about all the offerings at www.MoneySmartStLouis.org.

Get Money Smart @ Lindenwood

The Economic Education Center (EEC) will launch a new initiative called Get Money Smart @ Lindenwood in spring 2021. The program is designed to combat financial illiteracy among college students. Get Money Smart @ Lindenwood provides unique opportunities for Lindenwood students to learn relevant and practical financial information and skills, empowering them to make sound choices that lead to financial stability and security. The program features four events in April 2021 to coincide with National Financial Literacy Month and Money Smart Month St. Louis. The project draws on the expertise of a faculty team representing each unit of the university as



well as a team of student interns and volunteers. Faculty, this is a perfect opportunity to engage students and teach them practical life skills. Encourage your students to participate in the month-long activities in April by offering incentives like extra credit opportunities. Information about the Get Money Smart @ Lindenwood events will be coming soon, or check out www.econed.center.

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Lindenwood University - School of Education | 209 South Kingshighway, St. Charles, MO 63301

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