

The Lead



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Education at Lindenwood University**

June 2021 *Vol. 2021 | June Issue*

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. Check out the video (right) to hear even more about this exciting program.

[Get more info and apply here!](#)



Dean's Message

Greetings everyone,

Welcome to the latest edition of *The Lead*. As we start the summer 2021 session, we are inspired by the many accomplishments of the past year and energized by the prospect of the continued growth of our School. We are excited to launch our new Leadership Ed.D. and begin building out our new M.S. in Instructional Design. In addition, we will soon welcome several new faculty members into the departments of Curriculum and Instruction, Administration, and Human Services. Unfortunately, we had to say goodbye to our Office Manager Mr. Matthew Kertzman. Matthew has for the past two years provided an unprecedented level of support to the School of Education. We are delighted however, to welcome Ms. Allisa Berryhill as our new Office Manager. Allisa comes to the position with both experience and enthusiasm. Watch future editions of *The Lead* for spotlight features on all of our new faculty and staff.



Enjoy this first summer issue of *The Lead*, highlighting our outstanding students, accomplishments of our faculty and staff, and hopefully capturing some of the spirit that makes the Lindenwood School of Education exceptional.

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

Featured Stories

Technology Is Evolving How We Teach and Learn

Virtual Realities and Gaming are two technologies poised to take on evolving roles in the scope of education. To better understand how Lindenwood's College of Education and Human Services can best leverage these technologies, Dr. Kevin Winslow and Dr. Ronda Cypret-Mahach agreed to become Virtual Reality Champions, participating in a campus wide initiative lead by Dr. James Hutson, to investigate the use of the Oculus Quest 2 in educational experiences



and course work. Concurrently, Dr. Winslow and Dr. Cypret-Mahach joined in a University community exploring Epic MegaGrants that provide funding for schools implementing Unreal Engine into courses and programs.

We would like to celebrate Dr. Kevin Winslow who structured a \$25,000 Epic MegaGrant Proposal for submission to support a 3-stage initiative designed to provide Graduate and Initial Teacher Education students real and relevant experience with elements of Educational Gaming Design. If awarded, Dr. Winslow is considering a research design to align to the Gaming experience.



These two initiatives encapsulate the need for educators to engage with ongoing and evolving technologies to understand how they impact today's learners. The College of Education and Human Services is making transformative decisions to investigate advancing technologies and practices that can enhance programs and provide our students with state-of-the-art experiences.

Congrats to Faculty and Staff Who Received an Award or Recognition

The School of Education was well represented at the 2021 Faculty and Staff Award ceremony. Please take a minute to recognize the following faculty/staff award winners, employees, and nominees.

5 Years of Service:

- Janette Ralston
- Jen Edler

10 Years of Service

- Sarah Patterson-Mills

Real Experience Real Success

- Matthew Kertzman – Behind the Scenes

Faculty Awards-Nominated Faculty (did not receive award, but were nominated)

- Amanda Aldridge
- Robyne Elder
- Mitch Nasser

Freshman Impact Awards

- Carla Mueller

Data Champion

- Janette Ralston
- Mitch Nasser

Retirees

- Donna Wagener
- Sherry Devore
- Kathy Grover

Promotion in Rank

- Mitch Nasser
- Robyne Elder
- Michelle Whitacre
- Bob Steffes

DESE Releases Updates about Missouri Content Exams (MOCAs)

Please note that we have confirmed an official **launch date of August 23, 2021** for the **six updated MoCA exams to be introduced in Fall 2021**. On that date, the new versions of these six tests will replace the current versions. The current versions will be continued to be administered through August 22.

For any of these tests, in the case that a candidate already holds a passing score for the current version, the candidate will not be required to take the replacement test to apply for certification. In the case of the **multi-content exam for elementary education, candidates will need to pass all sections of the same version (current or new)** of the test. Note that the 4 subtests for the current version of Elementary Education Multi-Content will be replaced with 2 subtests.

Dates can be verified [here](#), and preparation materials are available [here](#).

New tests include:

- Elementary Education Multi-content
- Biology
- Chemistry
- Earth Science
- Building-Level Administrator



The Lindenwood School of Education is honored to be among the 14 universities nation-wide selected by the American Association of Colleges for Teacher Education (AACTE) to participate in the Consortium for Research-Based and Equitable Assessments. This selection recognizes the value that the LU SOE will bring to the Consortium and affords our school an opportunity to work closely with other colleges to actively address the need to diversify the educator workforce.

[Check out the story here!](#)

Curriculum & Instruction

LindenTeach Program Featured on St. Louis News Network

The School of Education's LindenTeach program was recently featured on KSDK's *Real Experience. Real Success.* segment. Check out the video to learn about the LindenTeach program and meet LindenTeach student, Cole!

[Watch the news segment and read the article written by Lindenwood University junior, Anna Ostmann!](#)



Spring 2021 LindenTeach Interns

Congratulations to the below LindenTeach interns on a successful semester! If you are interested in the LindenTeach program, [find more information here!](#)

- Justine Adler
- Melisa Casserly
- Jessica Hausdorf
- Jenna Hutson
- Anna Krummen
- Noah Savage
- Joshua Scholl
- Morgan Spano
- Kenya Standifer
- Alexis Caldwell
- Jarrod Kirby
- Alexandra Renee Lutgen
- Rachel Palmer
- Rachel Pirrone
- Gail Suellentrop
- Megan Wilson



Recent Grads Receive Teaching Jobs

Congratulations to recent graduates; Ashlee, Cameron, Madeline, and Megan for receiving their first teaching jobs.

Ashlee will be working as an Early Childhood Teacher in the Fort Zumwalt District, Cameron will begin teaching fourth grade at in the Northwest School District, Madeline will be a first grade teacher in the Roxana School District, and Megan will be teaching third grade in the Blue Springs School District in Kansas City!



Designing and Implementing K-12 E-Learning

Lindenwood's College of Education and Human Services is proud to celebrate our first wave of graduates in our new graduate certificate program: *DESIGNING AND IMPLEMENTING K-12 E-LEARNING!* Designing and Implementing K-12 e-Learning was designed with a focus on the needs of K-12 teaching and learning. Program graduates now have the expertise needed to design, plan, and implement e-Learning for K-12 students. This represents terrific efforts to create a real and relevant graduate certificate for the needs of today's teacher and learner.



We celebrate the faculty who collaborated to create the certificate and design the program: Dr. Jill Hutcheson, Dr. Kevin Winslow, Dr. Michelle Whitacre, and Dr. Ronda Cypret-Mahach.

[Learn more about our Graduate Certificate: Designing and Implementing K-12 E-Learning](#)

Outstanding Cooperating Teacher Awards (Spring 2021)

Congratulations to these outstanding cooperating teachers who were honored this spring.

Danielle Smith
Warrior Ridge Elementary School
Nominated by Brandy Gagliano

Rebecca McLaughlin
Rockwood Summit High School
Nominated by Rachel Rea

Erika Johnson



Stix Early Childhood

Nominated by Mournice Baker

Shannon Wilkerson

Rebecca Boone Elementary

Nominated by Andrea Barklage

Jenn Molsbee

Gotsch Intermediate

Nominated by Alyssa Lucarelli

Jennifer Borkowski

Southwestern High School

Nominated by Andrea Lamer

Educational Leadership

Dissertation Abstracts from Recent Graduates



The Influence of Implicit Bias on Student Evaluations of Teaching at a Missouri Community College. By Kimberly Berry

Student Evaluations of Teaching (SET) are the primary instrument used to measure teaching effectiveness by colleges and universities nationwide (Wallace, Lewis, & Allen, 2019). Many colleges and universities use the SET for personnel decisions regarding tenure, promotion, and termination. Yet, the possibility of implicit bias impacting the SET and resulting in discriminatory practices against marginalized faculty continues to be a concern for higher education (Mitchell & Martin, 2018). The effectiveness of the SET continues to be debated by faculty and administrators due to concerns about reliability, validity, and bias (Bonitz, 2011). This quantitative study was conducted to examine the influence of implicit bias on the SET. The goal of this study was to determine if students were more influenced by instructor characteristics than teaching effectiveness when completing the SET and to determine how faculty perceived student responses on the SET. During the fall 2019 semester, faculty and

students in the Communication and World Languages department at a Missouri community college were asked to complete a survey. The results from the student survey indicated the students were influenced by instructor

characteristics, and they preferred native English-speaking instructors. The results from the faculty survey indicated the faculty believed students were influenced more by instructor characteristics than by teaching effectiveness. The findings in this study may serve as a reminder that the SET is influenced by implicit bias; therefore, marginalized groups may be negatively affected by SET results.



A Tale of Two Schools: A Study of Student Risk Factors and Exclusionary Suspension Incidents. By Brandy Williamson

Exclusionary discipline practices can widen the opportunity gap for at-risk students (Baker & Coley, 2013; Black, 2016; Crosby et al., 2018; Gibson & Gibson, 2019; Mallett, 2016; McCarter, 2017; Porter, 2015; Williams et al., 2017). The purpose of this study was to examine the relationship between student risk factors and exclusionary discipline rates. Identification of a significant relationship between exclusionary discipline and student risk factors could lead to an increased awareness of pre-certification and practicing educator professional development needs. Identification of a significant relationship between trauma-related risk factors and exclusionary discipline could lead to an awareness of exclusionary discipline alternatives more conducive to student success. The population of this study consisted of all elementary students who attended a midwestern school district, and the sample consisted of students who attended the two case study schools within the district. The literature resources gathered for this study were assayed to support the purpose and findings of the study. In order to determine a relationship between risk factors and exclusionary discipline, four research questions were presented. To further the study and demonstrate relevance of school culture and practices, an analysis of the fifth research question was presented to find the difference in exclusionary discipline outcomes between two similar schools within the same midwestern school district. Data analysis of research questions one through four indicated a significant relationship between exclusionary discipline and the risk factors of meal status, disability, and race. A significant relationship was not discovered between exclusionary discipline and gender. A significant difference was found between the discipline outcomes of the case study schools.



Perceptions Regarding the Benefits of Social and Emotional Learning. By Tina L. Morse

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2018) and the National Conference of State Legislatures (NCSL) (2018), only eight states have kindergarten through 12th-grade learning goals to articulate what students should know and be able to do socially and emotionally. Another 16 states have standards for social and emotional development for early elementary students (CASEL, 2018; NCSL, 2018). Researchers have suggested teaching social and emotional learning skills early in life to foster successful and productive citizens beneficial to their communities (CASEL, 2018). Jones and Doolittle (2017) recommended incorporating social and emotional learning into state educational standards to address the integration of thinking, emotions, and behavior in ways that lead to positive school and life outcomes. Zinsser (2015) claimed state standards indicate the importance and value of social and emotional competencies. This study was designed to identify competencies of social and emotional learning, describe the benefits of teaching social and emotional skills in school, analyze the perceptions regarding the impact of social and emotional learning skills on academic achievement, investigate the perceptions of kindergarten through third-grade teachers and counselors, and inform future policy. The study revealed social and emotional learning skills are perceived to yield positive benefits to students and teachers. The data indicated the whole-child approach to education is a vital component of academic

achievement. Social and emotional learning skills were found to foster a positive school culture, establish healthy relationships, improve academic achievement, and provide long-term success.



The Role of the Academic Librarian: A Comparison of Administrator and Librarian Perspectives. By Christina Prucha

Abbott (1988) theorized librarians belonged to a class of professionals whose division of labor required constant negotiation with other stakeholders. Regardless of or perhaps because of constant negotiation, librarians have advocated for and documented roles as educators, faculty, and professionals from the earliest days of the profession (Sawtelle, 1878) to the present (Coker et al., 2010; Cronin, 2001; Gabbay & Shoham, 2019; Galbraith et al., 2016; Garcia & Barbour, 2018; Hicks, 2014; Hill, 1994; Zai, 2015). To a lesser extent, librarians have also documented how others view librarian roles (Christiansen et al., 2004; English, 1984), and Fleming-May and Douglass (2014) called for more research into relationships between librarians and administrators after noting the lack of research. The present study sought to fill in a gap by comparing librarian and college administrator perspectives on roles played by academic librarians on campus. Using symbolic interactionism

and role theory as theoretical frameworks, results suggested that neither group agreed on one definition for what librarians do. Differences did not emerge among groups but among individuals in terms of how they believed librarian responsibilities fit instructional and faculty roles. Finally, successful negotiation of role occurred when librarians aligned themselves with powerful allies who shared similar understandings of librarian roles and advocated to create or maintain roles for librarians based on those ideals.

Educational Leadership Spotlight on Full-Time Faculty

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 **Dr. Roger "Mitch" Nasser**:



"I arrived at Lindenwood in August of 2016. I had just finished my Ph.D. and was excited to start. In fact, I started early (responding to emails, contacting students, etc.). The story of my interview and subsequent hire is much better. I applied for the faculty position believing many would be more qualified than me. I arrived excited for my interview. I felt that I performed well, but I noticed a few members of the selection committee were dozing off during my presentation. Needless to say, I thought I had no chance at the job but I was happy I tried. About a month later, the Dean contacted me by phone. She had promised to notify all applicants, so I was anticipating a "thanks for applying" message. Well it was the opposite. She offered me the position! I almost passed out from excitement!"

My favorite part of teaching is seeing my students grow from the beginning of the semester to the end. Watching the learning process and supporting student research and writing are so rewarding! I am truly blessed to be here!

My research interests include the impact of history on today's practices, supervision, inclusion, and supporting doctoral students."



Podcast Feature with Drs. Elder and Leavitt

Drs. Elder and 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 conversation with Lindenwood graduate and Special Education teacher, Liz Lewis. Listen to hear Lewis’s perspectives on teaching during a pandemic; her insights

on education and student needs are enlightening and her positive energy is inspiring. [Download the CapIT! podcast](#) today and stay tuned for updates on Dr. Elder's and Dr. Leavitt's new podcast!

Human Services

Welcome to Dr. Megan Dooley Hussman

The Counseling Department welcomes faculty member, Dr. Megan Dooley Hussman. Megan grew up in Southern California, where she also attended a small liberal art college. She majored in Environmental Studies, minored in Anthropology, and studied abroad in Botswana and Nepal. After college she briefly taught elementary school in rural Mississippi and then spent a few years working across higher education in admissions, student affairs, and advancement. Megan received her MS.Ed. from the University of Pennsylvania and Ph.D. in counselor education from UMSL. She is a certified school counselor (7-12) and a provisionally licensed counselor

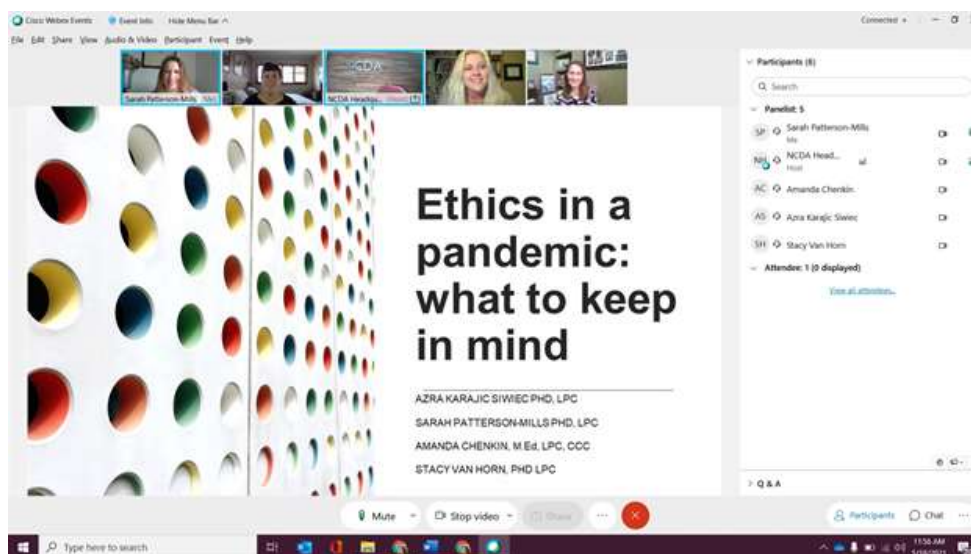
(PLPC). Megan’s research is focused on postpartum mental health, destigmatizing maternal ambivalence, ways that school counselors can support teen parents, and increasing college counseling



expertise in high school counselors. Megan lives in Tower Grove with her husband, who is a school counselor, and two young daughters.

Ethics in a Pandemic: What to Keep in Mind

Dr. Sarah Patterson-Mills was a panelist in a National Career Development Association for professional development as Ethics Committee Co-Chair.



Dr. Pavone Receives Certificate in DEI in the Workplace

Dr. Maggie Pavone received a certificate in Diversity, Equity, and Inclusion in the Workplace from the University of South Florida and also attended the University of Colorado's Symposium titled: Room to Grow: The Art of Creating and Supporting Ethically and Culturally Responsive Applied Behavior Analytic Scholars. She is looking forward to using her newly acquired information to update their Fall ethics



Room to Grow: The Art of Creating and Supporting Ethically and Culturally Responsive Applied Behavior Analytic Scholars

and organizational behavior management courses in the EDSBA program.



Dr. Robbie Hanson - New Faculty Member Starting Strong

Dr. Robbie Hanson has had two recent publications. She was the first author on the first titled "The Establishment of Auditory Equivalence Classes with a Go/No-Go Successive-Matching-to-Sample Procedure" and it was published in the *Journal of the Experimental Analysis of Behavior*. Dr. Hanson was a contributing author on the second titled "Treatment Integrity Reporting in Behavior Analysis in Practice 2008-2019" and it was published in *Behavior Analysis in Practice*.

Additionally, Dr. Hanson responded to an ad in the LU Digest at the beginning of the semester from Dr. Stephen Blythe who is an Associate Professor in the undergraduate Computer Science program at LU. He was looking for projects to assign to his graduating seniors for their final projects. Dr. Hanson uses computer software in her research lab, and it needed some upgrades, so she offered that as a project, and it was accepted. A group of his students worked on Dr. Hanson's software all semester and she had the opportunity to attend their final presentation to present the software to their client (Dr. Hanson) at the end of the semester - they did a great job, and it was a very cool collaboration with that program/department



School of Education
ECONOMIC EDUCATION CENTER
AT LINDENWOOD



Scholarships Available to Attend a “Teaching Economics in American History” Workshop in July

Teaching Economics in American History Workshop

July 13

Green Bay, WI

The Economic Education Center is offering **four faculty and high school teacher travel scholarships** to participate in the Teaching Economics in American History workshop on July 13 in Green Bay, Wisconsin! In collaboration with the Office for the Advancement of Free Enterprise Education at Lakeland University, this workshop provides practical examples for incorporating economics lessons into your American history curriculum. It is based on the award-winning supplementary text “*Economic Episodes in American History*” and is presented by the coauthors Dr. Mark Schug, Dr. Tawni Ferrarini (EEC Director) and Dr. Scott Niederjohn. This interactive program will provide ample resources to help supplement your social studies instruction and boost your students’ economic IQ in the process.

[Learn More about the Teaching Economics in American History Workshop](#)

[Click here](#) to explore the EEAH text.

Scholarship Info

Scholarship recipients will be reimbursed for mileage at 44 cents per mile to drive from St. Charles, Missouri, to and from Green Bay. In addition to receiving travel reimbursement, recipients will also get

- One-night stay at the family-friendly Tundra Lodge Resort in Green Bay, Wisconsin
- One copy of the economics primer, *Common Sense Economics*
- 20 copies of *Economic Episodes in American History* for your classroom
- Meals during event
- Having access to Lambeau Field

If interested in one of the four scholarships, contact Grant Black (EEC associate director) at [**gblack@lindenwood.edu**](mailto:gblack@lindenwood.edu).

Registration deadline: June 28, 2021. Space is limited, so don’t delay.

If you have questions about the program(s) or the registration process, please contact Dr. Scott Niederjohn at niederjohnms@lakeland.edu.

Cryptocurrency Webinar in June

Plan ahead to be a part of a new virtual professional development opportunity in June 2021. In this fun and interactive online event led by Dr. Tawni Hunt Ferrarini, director of the Economic Education Center, discover new ways to engage students and enhance your online, hybrid, and in-person teaching. Registration is free and easy; just click on the link below for information. This event is perfect for teachers, curriculum coordinators, pre-service teachers, and other educators.

Tuesday, June 15, 4:00-5:00 pm (CST) | [The Crypto Craze: Bitcoin and Other Currencies](#)

In this economics webinar, explore what cryptocurrencies are and how they present “investment” opportunities for everyone. Bitcoin and other “cryptos” are now discussed widely in the media. Through interactives, teachers will gain access to tools that advance students’ understanding of sound money, diversified investment, and technology advancements. Each factor’s contribution to overall and individual economic prosperity will be investigated.

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