

# The Lead

## College of Education and Human Services at Lindenwood University

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*Vol. 2021 | September Issue*

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### **Leadership Ed.D. - Emerge as a Scholar Practitioner**

**Now accepting applications for Spring 2022!**

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!](#)



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**Dean's Message**

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Hello Everyone,

Classes have begun and the halls are bustling with students. This is such a welcome contrast to the past several semesters. While the College of Education and Human Services continues to offer a variety of alternative delivery formats which best accommodate our students, the on-ground presence has been missed. So welcome back students, staff, and faculty!

You will notice, as you experience this issue of The Lead, that there is much to celebrate within the COEHS. Our students continue to excel in their programs and our graduates within their professions. Our new faculty are already hard at work building and delivering coursework within our graduate and undergraduate programs while advancing their research and service agendas. Our new Leadership EdD has welcomed its first student cohort as a part of the program's soft launch. Application to the Spring '22 cohort is now open and will run through October.

I hope you continue to enjoy our monthly newsletter, The Lead, and as always, we welcome your feedback and ideas for future issues



Anthony Scheffler, Ph.D.  
Dean, Lindenwood College of Education



## Featured Stories

### **The College of Education and Human Services at Lindenwood launched the 2021-2022 academic year with a full faculty meeting.**

It was great to see all the returning faculty and to welcome the new faculty who were introduced at the meeting including Dr. Ariel Robinson, Dr. Annie Arnone, and Dr. David Gomez in Curriculum and Instruction, Dr. Agata Freedle, Dr. Meghan Dooley Hussman, Dr. Robbie Hanson, and Ms. Claire Martin in Human Services and Dr. Tanya Vest in Educational Leadership. The meeting also included introductions of two new Lindenwood Administrators, Mark Valenzuela, Associate Provost, and Emily Pitts, Chief Diversity Officer. The faculty were also eager to learn more about the RISE project as Emilie Johnson, the COEHS RISE Scholar, modeled ideas to increase rigor in our courses. The faculty meeting was professionally coordinated by Allisa Berryhill, the new Office Manager in Roemer Hall.

The COEHS is looking forward to a productive and successful academic year!



## Ready to teach today's online learner?!

### **Earn a Certificate in Designing & Implementing K-12 e-Learning**

This certificate is designed to empower teachers with expertise in planning and delivering effective online instruction for kindergarten through 12th grade.

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For more information, contact [COEHS@lindenwood.edu](mailto:COEHS@lindenwood.edu) | [636.949.4611](tel:636.949.4611)  
[www.lindenwood.edu/education](http://www.lindenwood.edu/education)

## **Language Essentials for Teachers of Reading and Spelling (LETRS) is transforming Literacy Education in the COEHS.**

Professor Cam Newman, Dr. Marion Siefert, Dr. Stephen Schwarz, and Dr. Jill Hutcheson completed a LETRS (Language Essentials for Teachers of Reading and Spelling) training cohort during the summer. All four faculty members instruct one or more courses in the COEHS literacy program and plan to integrate what they have learned into their courses this semester. The LETRS program is cited by NCTQ (National Council on Teacher Quality) and the International Dyslexia Association for excellence in reading instruction which is very different from the way reading is often taught. School Districts across the state are adopting the approach to reading instruction by training their classroom teachers in LETRS. This is an exciting opportunity for our students to learn and practice the most current reading pedagogy and the essentials of teaching reading, spelling, and language-related skills as they prepare for K-12 teaching positions.



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### **The Tau Phi chapter project, “Celebrating the Educators in our Lives” was selected as a 2020-2021 Silver Winner!**

Despite the challenges of the year, the Lindenwood Chapter of KDP displayed excellence in their work. Their effort to celebrate teaching and teachers the Tau Phi chapter earned a 2020-2021 Silver Award from KDP International.

As a Silver winner, the chapter will receive a plaque and a cash prize of \$100.00! Additionally, they will be highlighted as winners on the KDP website. The Tau Phi chapter may be asked to participate in the Celebration of Teaching Panel at the next in-person conversation to share strategies and stories with fellow KDP members.

The chapter provided treats to local teachers as well as certificates for a free ice cream sundae! Congratulations to our chapter and their hard work and dedication to teaching and teachers in our community. Dr. Nancy Schneider was the faculty advisor for the 2020-21 school year and helped organize this project. The organization is open to all Education majors who have junior status and at least a 3.0 GPA and membership is actively open now!



Contact Dr. Hutcheson at [jhutcheson@lindenwood.edu](mailto:jhutcheson@lindenwood.edu) for more information.

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Drs. Amanda Aldridge and Michelle Whitacre are the new sponsors for the Tau-Phi Chapter of Kappa Delta Pi.

Kappa Delta Pi (KDP), International Honor Society in Education, was founded in 1911 to foster excellence in education and promote fellowship among those dedicated to teaching. For over a century, the Society has consistently grown, starting with a local chapter to become the international organization it is today, with an initiated membership that exceeds 1.2 million!

Using various programs, services, and **resources**, KDP supports and advances educators throughout the phases and levels of their teaching careers.

Education students interested in joining the Tau-Phi chapter can contact Dr. Whitacre at [mwhitacre@lindenwood.edu](mailto:mwhitacre@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.

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Dr. David Gomez Jaimes is the new chair of Phi Delta Kappa International, a professional association for educators that provides professional development and works to establish more vital programs for our next generation of educators.

Dr. David Gomez Jaimes is a new faculty member and the coordinator of the Master of Science in Instructional Design in the Curriculum and Instruction Department, College of Education and Human Services. He has a Ph.D. in Organization, Information and Learning Sciences from the University of New Mexico, an international education background, and many years of experience facilitating professional and faculty development presentations, workshops, and courses on Culturally Inclusive Instructional Design, Evidence-Based Practices for Teaching Online, and Distance Education. Dr. Gomez Jaimes strives to uphold Lindenwood University's values such as excellence, dedication, integrity, creativity, and teamwork through his work as an educator and scholar and he is very excited to serve as the chair of Phi Delta Kappa International.

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### **Dr. Emilie Johnson Challenged First-Year Students to Rock, Paper, Scissors.**

Becoming Character Strong: Bring Your Strengths to Life is a course for first year students that was created and taught by Dr. Emilie Johnson, Professor of Education. This course helps students identify their top five character strengths. Character Strengths are the positive parts of our personalities that impact how we think, feel, and behave. This course helps students discover their unique character strengths profile because knowing and applying our highest character strengths is a key to being our best selves on campus, in the classroom, and the community!

During student orientation week, Dr. Johnson challenged these first-year students and some very special guests to a Rock, Paper, Scissors tournament to help build

relationships while having some healthy competition! Students who are strong in leadership character strengths emerged to lead and organize the competition! Check out the photos below!



## Curriculum & Instruction

### **Dr. Patrick Brown, Co-Authors with Noted Author Jay McTighe!**

Our COEHS Initial Teacher Education program at Lindenwood University includes a vibrant community of engaged faculty who are creating and developing current and relevant information central to our profession. We celebrate the accomplishments of one of our COEHS adjunct instructors, Dr. Patrick Brown who recently co-authored with Jay McTighe! Dr. Patrick Brown instructs our Secondary Methods of Teaching Science course.



Using Understanding by Design® to Make the NGSS Come Alive By Jay McTighe and Pat Brown examines “*explore-before-explain* teaching intended to engage students immediately in a meaning-making process leading to deep understanding” (2021). The white paper focuses on the convergence between the backward design process included the UbD framework and the context of the Next Generation Science Standards.

This exceptional white paper is available on Dr. Brown’s blog:

**<https://patbrownedu.com/making-science-come-alive-teaching-for-engagement-and-deep-learning/>**

Academic excellence at the College of Education and Human Services begins with our remarkable faculty community. Our faculty includes scholars, professionals, and innovators in research, outreach, and education who help our teacher candidates build real-world skills and strong professional associations. Congratulations to Dr. Brown on his outstanding collaboration with Jay McTighe!

Want to know more about our exceptional adjunct instructor, Dr. Pat Brown? Visit his blog: **<https://patbrownedu.com/>**

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## **New Master of Science in Instructional Design**

This summer Vanessa Vandergraaf, Associate Professor and Head of the Curriculum and Instruction department, Advanced Programs, and Tammy Moore, Director of Academic, Retention, and Certification Center, welcomed David [Daveed] Gomez Jaimes at Crooked Tree coffeehouse to talk about plans for the new Master of Science in Instructional Design online program and their vision for the



program. In his new role as Assistant Professor, Dr. Gomez Jaimes will coordinate this new program in collaboration with the amazing Department head and faculty.

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## **College of Education and Human Services held a Triad Training**





Lindenwood University's College of Education and Human Services held a Triad Training on the LU Campus on Monday, August 16<sup>th</sup> and a Virtual Triad Orientation on Tuesday, August 17<sup>th</sup>. The events were hosted by the Coordinator of Student Teaching and Associate Professor, Dr. Amanda Aldridge.

Teacher Candidates, Cooperating Teachers and University Supervisors participated in the events. The purpose of the training was to orient the participants with the Student Teaching experience. A student session focused on the responsibilities and expectations of the Teacher Candidate during the student teaching semester. The Triad session defined the roles of the Cooperating Teacher and University Supervisor as mentors, coaches and evaluators. Dexter Schraer and Dana Humphry from the St Louis Regional Professional Development Center served as guest presenters and led the Missouri Educator Evaluation System (MEES) Calibration Training segment. Over 100 individuals participated in these training sessions.

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## COEHS Alumni Group for the 2021-2022 School Year



Winfield High School Teacher COEHS Alumni group

Left to right (back): Wendy Fearn, Paula Vail, Scott Whiteman, Amanda (Moore) Krato, Eric Alderson (principal), Zachary Waldron, Jamie Stokes

Left to right (front): Tony Yarolimek, Joanna Hall, Julie Chidster, Kathleen (Ticona) Forbes, Jaclyn Anderson Deachan

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### Recent Graduates Receive Teaching Positions



Rylee completed her Early Childhood certification in May of 2021 and has recently accepted a classroom teaching position at Wright City Early Childhood center for the 21-22 academic year.



Rachel obtained her 9-12 Social Sciences certification and graduated from Lindenwood in May of 2021. Rachel recently accepted a position as a Virtual Social Studies teacher at Rockwood School District.



Megan completed her Elementary Education 1-6 Certification in May of 2021 and has recently accepted a classroom teaching position at Cobb County School District in Georgia as a first-grade teacher.

## Educational Leadership

### Educational Leadership Spotlight on Adjunct and 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 our newest faculty member:

## TANYA VEST



I am excited to be a part of the Lindenwood University team and look forward to sharing my career experiences & expertise with our graduate students and networking with my new colleagues. My K-12 colleagues and their positive experiences at Lindenwood University are what led me to apply for my current position with the university and I look forward to the opportunities this position will bring add both personally and professionally.

At the same time, I look forward to listening and learning about our Lindenwood students' ideas, opinions, and analysis of the effectiveness of public education and how we can improve teaching, learning, leading and managing to make our Missouri students and districts more successful. I believe it takes a team to make advancements and through effective communication, research, sharing, and application we can continue the work already in progress to establish an exceptional education experience for all students at the university and in Missouri school districts.

My motivation in education is grounded in my family background. My paternal grandmother, a farm wife in MW Missouri was adamant that her three sons, one of which was my father, would attend college and graduate with a college degree. My father did just that and served as a teacher and a superintendent of schools retiring after 34 years in education. My maternal grandmother served as an educator in SE Missouri for 52 years starting her career in a one-room schoolhouse at the age of 17 years old. Her

daughter, my mother, was also a teacher and served Missouri school children teaching physical education, music, and 4th grade. As I was growing up, I learned to love reading, writing, history/government, and the importance of serving others which is why I chose education. Through sports and school activities I also learned the importance of being a part of a team where all people and ideas were heard & respected even if differences and challenges occurred. This foundation gave me the motivation to become a teacher and administrator so I could work collectively with stakeholders and colleagues to research and apply best practices that would ultimately benefit all students and provide equitable experiences in teaching and learning.

Over the years I have had the opportunity to listen to exceptional speakers and read several books that have shaped my educational thinking and philosophy. One that comes to mind quite frequently is Todd Whitaker's common sense approach to education to treat all individuals with dignity and respect even if you don't agree, build relationships with students to create equitable opportunities for learning, and to be a strong leader that doesn't allow negative attitudes to dominate organizational culture and its productivity. When you have a respectful, positive, and supportive culture in a school district it allows teachers to take risks to learn new teaching strategies, or make changes without fear of failure and allows students to do the same. As quickly as our world has changed in the last year, we all benefit from this type of environment.

Last, but not least, my research interests lie inequitable teaching and learning for all. My dissertation was centered on the characteristics that helped to create a successful, diverse school district that promoted success for all students and the training teachers needed to make that happen. I continue to work with others to promote kinesthetic strategies for math and reading that can help all students, especially those with adverse childhood experiences, become excited about education and become fully vested in their own learning.

I am excited to be a member of the Lindenwood team and I look forward to my experiences here at the university. The individuals I have met in my first weeks have made me feel welcome and included in the culture of the university and I look forward to additional opportunities of collegiality, teaching, and learning.

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**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.

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**September 30 | 7:00pm-8:00pm**

**Meeting ID: 998 4940 3197**

**Passcode: 8x48pV**

[Click here to join meeting](#)

**October 27 | 7:00pm-8:00pm**

**Meeting ID: 999 8255 7519**

**Passcode: J6jem5**

[Click here to join meeting](#)

**November 23 | 7:00pm-8:00pm**

**Meeting ID: 992 1033 3081**

**Passcode: Ec7vFo**

[Click here to join meeting](#)

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## **Recent EdD Graduates Recognized**

Dr. Henson, Director of the Southwest site, has been busy delivering desk nameplates to EdD graduates.

On August 17th he presented nameplates to Dr. Rocky Valentine and to Dr. Tina Morse. Dr. Rocky Valentine received his nameplate at the Marshfield Central Office Staff meeting prior to school beginning. Dr. Valentine has newly accepted the position of Assistant Superintendent for Facilities & Operations, Human Resources and Homeless/Foster/Migrant Student Liaison for the Marshfield R-1 School District. Later that morning, Dr. Henson presented Dr. Tina Morse her nameplate in Rolla at the Wyman Elementary Faculty Back-To-School Luncheon. Dr. Henson was accompanied by Dr. Pam Spooner who was Tina's Chair prior to her moving to a position at DESE. Tina is currently serving as the Librarian at Wyman.

Further, Dr. Henson attended the August Board of Education meeting of the Hollister R-V School District to present Dr. Rachel Hodges with an engraved desk nameplate in honor of her conferral. Dr. Hodges serves Hollister Schools as the Middle School Assistant Principal and as the Assistant Athletic Director. Congratulations to the recent doctoral graduates!



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## **Dr. Sherri Kulpa, Recent EdD Graduate, to be Published in Fall 2021**

Congratulations to Dr. Kulpa!

The Journal of Research in Science, Mathematics, and Technology Education has accepted an article from EdD recent graduate, Sherri Kulpa, for publication this Fall.

The issue of this publication is to highlight graduate student research; thus, the article is a recap of the research Dr. Kulpa conducted in earning her EdD, “An Investigation of Success Factors in a High School Algebra Intervention Program”. An abstract of the doctoral study is below.



**Abstract:** This quantitative study allowed investigation of a high school Algebra intervention program through examination of potential relationships among teachers' beliefs about teaching and learning, teachers' instructional styles, students' academic self-concept in mathematics, and students' mathematics achievement. Existing research focused on individual components used in this study on the elementary level; thus, leaving a gap in understanding of how factors related to the success of high school students. Results may provide information to teachers and administrators regarding relationships among factors shown to impact student achievement in mathematics, and provide evaluation of an Algebra intervention program at the secondary level. The researcher utilized the National Council of Teachers of Mathematics Teaching and Learning Beliefs Questionnaire to identify beliefs about teaching and learning mathematics and the Reformed Teaching Observation Protocol (RTOP) to determine how closely instruction in Algebra classrooms aligned with constructivist practices. Students were given the Academic Self-Description Questionnaire II (ASDQII) as pre-and-post measures of academic self-concept in relation to mathematics; then, data were checked for relationships to achievement, measured by common semester final exams. Pearson Product Moment Correlation Coefficient analysis determined significant relationships existed between RTOP scores and the ASDQII prompts: I am hopeless when it comes to mathematics; work in mathematics is easy for me; and I get good marks in mathematics classes. Significant relationships were defined between Teaching Style and both Productive and Unproductive Teacher Beliefs, as well as between students' academic self-concept in mathematics and overall mastery of Algebra content, measured by scores on common semester finals.

Kulpa, S., & Wisdom, S. (2021). An Investigation of Success Factors in a High School Algebra Intervention Program. *Journal of Research in Science, Mathematics and Technology Education*, 4(3), 205-224. DOI: <https://doi.org/10.31756/jrsmte.433>

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## **Drs. Elder and Leavitt Begin New Education Podcast, *Headstand*.**



Drs. Elder and Leavitt were excited to begin their first podcast, CapIT! in 2017. They soon followed with another podcast, WOW! I Want To Take That Class! under their Fellowship with the Learning Academy. Now with the Center for Innovation and Insight, they are delighted to begin their third podcast, Headstand. The purpose of this podcast is

to share new perspectives and ideas in education to help inspire others to generate, develop, and implement innovations in education. Robyne and Lynda were delighted to welcome their first guests, Jonathan Tavssberger and Zoe Camper. Members of the Augmented Society Network, RSA, to discuss a recent white paper An Opportunity to Reimagine Learning. Design thinking, embracing the unknown, and major themes from the paper are discussed as well as their thoughts on the importance of failure and taking time to talk and engage in educational issues. Tune in for this inaugural and inspiring episode of the Headstand podcast!

## Human Services

### Counseling Updates

Lindenwood's Counseling Department welcomes 76 new students into their Fall 2021 programs (School, Clinical Mental Health, and Psychological Examiner) between the St. Charles and Greater MO campuses.

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#### Human Services Faculty Spotlight: Claire Martin

Claire Martin was born and raised in Port-Au-Prince, Haiti and spent a significant portion of her life in New York City. She is a Nationally Certified and Licensed Professional Counselor in the state of Missouri with extensive experience working with individuals and couples. Her professional experience includes extensive clinical and advocacy work with marginalized populations, including immigrants and refugees, victims of intimate partner violence, first-generation college students, and child welfare systems. She also has extensive experience evaluating nonprofit agencies servicing immigrant and refugee families in the NYC area. Her specializations include cultural adaptation, multicultural issues, trauma, and women empowerment.



Claire holds a B.S. in Psychology, a M.A. in Psychology, and a M.Ed. in Clinical Mental Health Counseling. She is currently a Ph.D. candidate in the Counselor Education and Supervision Program at the University of Missouri-St. Louis. Claire's research interests include the impact of racism and oppression on the mental health of individuals impacted by it and the intersectionality of race, ethnicity, social class, immigration status, and mental health outcomes. Her dissertation investigates how mental health professionals address racial trauma in counseling and the impact of this work on



counselors' wellbeing. Claire has presented nationally and internationally on issues related to Black women's experiences in predominantly White spaces.

Claire practices as a trauma therapist certified in EMDR modality at her private practice, Spring To Life Counseling, LLC. She is also the 2019 recipient of the Counseling Fellowship in Social Justice Award.

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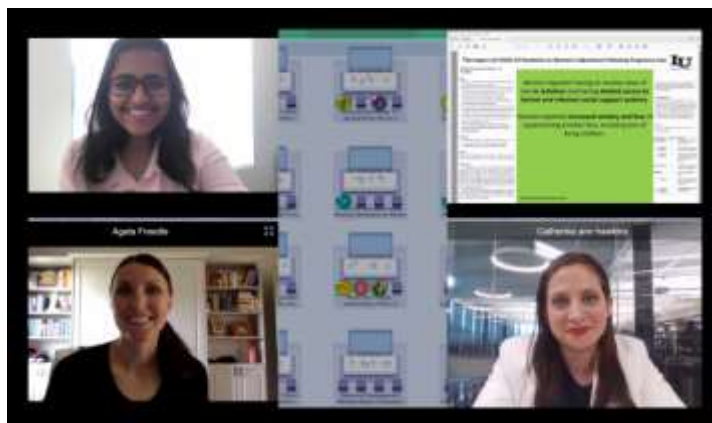
### **Counseling Site Visitor Receives Doctor of Education degree**

We wish to celebrate the success of one of our school counseling site visitors, Dr. Dennis McFarland received his Doctor of Education degree from William Howard Taft University in Lakewood, Colorado. He chose a doctoral program that led to an Ed.D. with a Concentration in Leadership and Management. We are incredibly excited to have this additional expertise to our team. As a site visitor and mentor of our students, he will be an asset to our candidates' training.



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### **Dr. Agata Freedle Has Been Working Diligently with Her Research Team!**



Below is information about what they have been studying and information on the students who are assisting Dr. Freedle with the study:

The study explored ways in which the pandemic impacted women who have experienced miscarriage or stillbirth. The study used a qualitative design and was a part of a larger study focused on women's experiences of social support following pregnancy loss and its impact on their posttraumatic growth. The participants were women ( $n = 73$ ), who

predominately identified as White ( $n = 65$ , 89%), married ( $n = 52$ , 71.2%), and middle class ( $n = 35$ , 47.9%) with average age of 30.92 (SD = 6.02). Most of the participants were employed on a full-time basis ( $n = 45$ , 61.6 %). The majority of the women experienced miscarriage ( $n = 56$ , 76.7%) which took place within the past year. women's post-loss adjustment was impacted by factors such as not being able to receive in-person support from their family, friends, community members (e.g. church) or co-workers; not having access to medical or mental health appointments; not having a support system available during medical procedures (e.g. ultrasounds, D&C); lack of instrumental support from others when grieving and having to care for living children. Women reported these factors contributed to them feeling lonely, depressed, anxious and worried about the safety of their living children or subsequent pregnancy.

The findings provide insight into the barriers and struggles experienced by women who experienced loss during the pandemic. The pandemic and restrictions associated with it impacted women's ability to receive adequate social support including formal support such as prompt medical care and mental health counseling, informal support such as physical comfort and instrumental support from friends and families. Lack of in-person support and limited access to services had an emotional impact on women. Future research should further explore the impact of lack of access to formal as well as informal social support on long-term mental health outcomes of women who experienced pregnancy loss during the COVID-19 pandemic.

### **Student Bios:**

**Dishika Deepak Iyer** received her Bachelors in English Literature from Mumbai, India, got her MFA in Creative Writing from Lindenwood University, and is currently pursuing her Master's in Clinical Mental Health Counseling at Lindenwood University. She is an accomplished poet with her works published in a few international journals and served as a resident proofreader for Sonic Boom Magazine, India. Her interest lies in bringing together creative writing and counseling to form her own expressive arts therapy and use her passion for writing to advocate and write for mental health. She sees herself working with adults while specializing in play therapy, narrative therapy, and trauma-focused therapies.

**Maria Miller** received her B.S in Psychology and B.A. in Women's and Gender Studies from the College of Charleston in South Carolina. She is currently a graduate student in the Clinical Mental Health Counseling program at Lindenwood University. Her areas of focus include perinatal mental health, trauma, and mindfulness.

Maria is also an emotional intelligence writer whose work enjoys global readership and has been translated into multiple languages. Her emotional intelligence facilitation has brought her to work with clients at Google Headquarters, Columbia University, and Stanford Children's Health Hospital. Maria is also a yoga teacher and enjoys weaving mindfulness and acceptance practices into her work as both a counselor and facilitator.

**Catherine Hawkins** received a Bachelors in Social Work from the University of Missouri. She is currently a graduate student in the Clinical Mental Health Counseling program at Lindenwood University. She has experience working with individuals who have mental health and substance abuse issues as well as serving those who struggle with homelessness and poverty. Catherine's area of focus is grief and mental health. Her overall goal is to help individuals who experienced a loss and to conduct research on how grief can affect the behavior of an individual and their relationships as well as what strategies can help with grief.

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

## **Making Bank: It's Common Sense**

The Economic Education Center created a new semester-long course for freshmen at Lindenwood called Making Bank: It's Common Sense. The course is led by Drs. Grant Black and Tawni Ferrarini from the center. The course kicks off this semester and is part of the university's required first-year seminars that help new students transition to university life. Twenty freshmen are enrolled in the course and will explore key economic and personal finance foundations and how to apply them to their lives. Most college students feel unprepared to handle their finances and plan for their futures. In this new interactive course, students will discover common-sense principles, attitudes, and practices that will empower them with practical life skills. Through hands-on experiences, students will learn how to solve financial problems faced by college students and explore topics like choosing a career, paying for college, budgeting, saving, and managing credit. As part of a video-based service learning project, students will also get to share what they learn with others. The project is connected to the center's ongoing Get Money Smart @ Lindenwood program.

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**#EconEdMonth**

October is officially National Economic Education Month! The observance promotes the importance of teaching economics in our schools. Economics is all around us, and by studying how our economy works, young people can learn how to make educated, efficient choices. Economic education involves teaching children decision-making skills they can apply to all areas of their lives. Providing teachers with innovative and meaningful educational opportunities is one of the most important things we can do to ensure prosperity in our students' lives and in our communities. Economic education depends on K-12 educators being equipped with high quality training and resources to ensure students have equitable access to classroom experiences that develop the skills necessary to make informed choices as individuals and members of their community. Throughout October, educators can promote economic education in many ways:

- Families can have conversations about how they make decisions for their home.
- Teachers may invite community and business leaders to share with their students how their decision-making process compares to families making choices every day.
- Teachers can register for a workshop or webinar and learn about economics competitions for their students.
- Use #EconEdMonth to join the conversation and share your experiences with economic education.

Explore useful resources and professional development opportunities from **EconEdLink** (<https://econedlink.org>), including hundreds of free lessons and activities and upcoming webinars like

- Using Manipulatives and Puzzles to Teach Primary Economic Concepts
- Economics and Children's Literature
- Increasing Engagement with Real World Math Lessons Using Nearpod
- Enhancing Economics with Graphic Novels and Comics.

Also, plan to participate in the **60<sup>th</sup> Financial Literacy and Economic Education Conference** organized by the Council for Economic Education;

Find information at: <https://www.councilforeconed.org/events/conference>.

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We hope you enjoy this September issue of The Lead!

Please email any suggestions or feedback to [COEHS@lindenwood.edu](mailto:COEHS@lindenwood.edu)

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