

Dr. Jared Schlenker



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Educational Background

UNIVERSITY OF NORTH DAKOTA

Ed. D. in Educational Leadership, GPA 4.0.

Grand Forks, ND

December 2014

Dissertation: "*Academic Achievement and Perceptions of Nature Appreciation, Environmental Awareness, and Well-Being of Participants in Sully's Hill Nature Education Program*"

Chair: Dr. Gary Schnellert
Committee Members: Dr. Sherryl Houdek, Dr. Loretta DeLong, Dr. William Siders, & Dr. Marcellin Zahui
Dean of Graduate Studies: Dr. Wayne Swisher

Defended successfully, without revisions, November 26, 2014.

UNIVERSITY OF NORTH DAKOTA

Master's in Educational Leadership, GPA 4.0

Grand Forks, ND

December 2009

Thesis: "*Year-Round Schooling: North Dakota Administrators' Perspectives*"

Advisor: Dr. Kent Hjelmstad

NORTH DAKOTA STATE UNIVERSITY

Bachelor of Arts in English Education, Minor: History Education

Fargo, ND

May 1998

Professional Experience

UNIVERSITY OF NORTH DAKOTA

Faculty Fellow of Student Success

Grand Forks, ND

2024 - Current

- Coordinate cross-divisional initiatives supporting recruitment, retention, and student success
- Analyze institutional data to inform enrollment strategy and resource allocation
- Oversee scholarship selection processes and student grievance and appeals procedures
- Represent the college on university committees and collaborative initiatives

Chair of Ad Hoc Committee on Program and Degree Coordination

2025 - 2026

- Chaired a nine-member ad hoc committee on program and degree coordination
- Led development and finalization of a comprehensive Findings and Recommendations report
- Analyzed coordination roles, enrollment, and workload data to inform recommendations
- Implemented a transparent review and voting process to achieve strong committee consensus

College of Education and Human Development Student Council Advisor

2025 - Present

- Advise and support the CEHD Student Council in planning, governance, and student engagement initiatives
- Facilitate recruitment, selection, and onboarding processes for council membership, expanding participation and representation



- Guide council-led programming, events, and communications to enhance the student experience within CEHD
- Serve as a liaison between students, faculty, and college leadership to promote shared governance and student voice

Interim Associate Dean of Student Services

2023 – 2024

- Directed coordination across student-facing university and system units
- Advanced recruitment and retention strategies aligned with institutional priorities
- Advised dean on resource allocation supporting equitable access and student success
- Oversaw marketing, communications, and outreach efforts
- Supported grievance, appeals, and student accountability processes

Clinical Associate Professor

2023 – Present

Clinical Assistant Professor

2017 – 2023

- Educational Leadership instructor (courses listed below)
- Teaching and Learning instructor
- Director of ID 21, Interactive Principal Assessment Center

Associate Chair in the College of Education and Human Development

2022 – 2023

- Conducted clinical and part-time faculty evaluations, supporting instructional quality and accountability
- Represented department leadership on the Student Review Committee, contributing to student academic and conduct decisions for Teacher Education
- Facilitated communication among faculty, staff, and students to support effective operations and collaboration
- Coordinated and supported college committees and initiatives, ensuring alignment with college priorities

I-REEED Coordinator of Community Engagement

2021 – 2023

- Developed partnerships with school and district administrators across North Dakota to support research and outreach initiatives
- Helped to organize and coordinate conferences, events, and engagement activities aligned with I-REEED priorities
- Led marketing and outreach efforts to promote program initiatives and expand stakeholder engagement

Co-Associate Chair in the College of Education and Human Development

2021–2022

- Assisted with clinical faculty evaluations, supporting instructional quality and program effectiveness
- Participated in bi-weekly college administration meetings, contributing to planning and decision-making processes
- Supported co-curricular initiatives in collaboration with faculty, programs, departments, and colleges
- Facilitated communication among faculty, staff, and students to promote coordination and organizational effectiveness

Educational Practice and Leadership Ed. D. Program Director

2018 – 2022

- Directed doctoral admissions processes, including application review, evaluation, and selection
- Led program committee meetings, guiding program operations, policy decisions, and continuous improvement efforts
- Oversaw assessment, reporting, and program review processes aligned with accreditation standards



- Advised doctoral students on academic planning, progression, and successful program completion

Educational Leadership Program Director

2021 – 2022

- Directed program faculty meetings, coordinating curriculum, instruction, and strategic program initiatives
- Led key program partnerships, including the Rural Master's program and Bismarck MSTL collaboration
- Represented the program in CAEP accreditation processes, contributing to compliance and continuous improvement
- Advanced program recruitment and visibility through targeted marketing and outreach efforts

DEVILS LAKE PUBLIC SCHOOLS

Devils Lake, ND

Principal of Central Middle School

2013 – 2017

- Supervised and evaluated 85 staff members, fostering a collaborative and accountable school environment
- Led a middle school serving 520 students in grades 5-8, overseeing curriculum, student services, and building operations
- Directed budget management and purchasing processes to support instructional and operational priorities
- Led faculty and staff meetings aligned with school improvement goals and organizational effectiveness
- Facilitated school-wide assemblies and initiatives to promote student engagement and school culture
- Coordinated school and community events to strengthen partnerships and stakeholder involvement
- Advanced parent and community engagement to support student success and a positive school climate

Native American Education Advisory Committee Director

2013 – 2017

- Directed advisory committee operations, including agenda development and coordination of meetings and activities
- Facilitated stakeholder communication and engagement with committee members and community representatives
- Designed and administered surveys to Native American families to inform strategies for improving student achievement and graduation outcomes
- Led monthly meetings, facilitating discussions and initiatives focused on advancing Native American student success

Marzano Teacher Evaluation Co-Chair

2014 – 2017

- Co-led development and implementation of a district-wide teacher evaluation system, including rollout planning and timeline design
- Facilitated Teacher Evaluation Committee meetings, gathering stakeholder input and guiding implementation decisions
- Oversaw ongoing monitoring of the evaluation system, supporting consistency, effectiveness, and continuous improvement

Assistant Principal of Central Middle School

2012 – 2013

- Conducted evaluations and supported professional growth of instructional staff to promote teaching effectiveness
- Directed student attendance and discipline systems for 520 students, ensuring consistency and accountability
- Supported building operations, including scheduling, supervision, and daily administrative functions

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- Collaborated with school leadership and faculty to address student behavior, attendance, and academic interventions

DAKOTA PRAIRIE PUBLIC SCHOOLS **Secondary Principal**

Petersburg, ND
2007 – 2012

- Supervised and evaluated 35 staff members across instructional and operational roles, including teachers, paraprofessionals, and support personnel
- Led a secondary school serving 120 students in grades 7-12, overseeing academic programs, student services, and daily operations
- Taught multiple sections of English, speech, and creative writing, integrating instructional leadership with administrative responsibilities
- Directed extracurricular programs including head golf coach, speech coach, and drama director, supporting student engagement and school culture

Curriculum Director

2010 – 2012

- Led K-12 curriculum review and alignment processes in collaboration with district curriculum committees
- Conducted needs assessments to evaluate instructional programs and identify areas for improvement
- Facilitated selection and adoption of new instructional materials, including a K-12 mathematics series

Transportation Director

2007 – 2012

- Managed transportation operations for a 900 square-mile rural school district
- Designed and implemented efficient bus routes to ensure safe and reliable student transportation
- Supervised and evaluated a team of 15 bus drivers
- Personally operated bus routes and activity trips as needed to ensure continuity of service
- Oversaw maintenance, safety, and compliance for a fleet of 20+ school vehicles

LAKE REGION STATE COLLEGE **Adjunct English Professor**

Devils Lake, ND
Summer of 2010

English 110

- Designed and implemented course syllabus, assignments, and assessment structure aligned with college-level learning outcomes
- Delivered lectures and facilitated discussion to support critical reading, writing, and analytical skill development
- Evaluated student writing and assessments, providing timely, constructive feedback to support academic growth

CENTRAL VALLEY PUBLIC SCHOOL

Buxton, ND

High School Language Arts Teacher

1998 – 2007

- Delivered instruction in American, British, and world literature to students in grades 9-12, promoting critical thinking and engagement with texts
- Designed and implemented curriculum and writing-intensive coursework aligned with secondary English standards
- Taught elective courses in creative writing, drama, and speech, supporting communication and performance skills
- Directed and coached multiple extracurricular programs, contributing to student development and school engagement

Education Association President

2006 – 2007

- Elected unanimously by faculty to serve as Education Association President, representing staff interests and priorities



- Led meetings focused on educational issues, policy discussions, and faculty concerns

Courses Taught

UNIVERSITY OF NORTH DAKOTA

2017 - Current

EDL 501 Leadership and Organizational Behavior: This course provides school leaders with preparation in skills for providing purpose and direction for individuals and groups, shaping school culture and value, facilitating the development of shared strategic vision for the school, formulating goals and planning change efforts with staff, and setting priorities for one's school in the context of community and district priorities for student and staff needs.

EDL 503 Seminar Educational Leadership: This course provides an orientation to the EDL masters' and specialists' programs. This course will also introduce students to the 21st Century School Administrators Skills (iD21), which are the skills students are expected to master prior to graduation. The EDL dispositions, which students are assessed on throughout their program will also be introduced. Furthermore, the students will be introduced to graduation requirements, as well as ND State credential and licensure requirements.

EDL 511 Effective Administrative Communications: This course prepares aspiring school leaders to plan for their personal and professional development; understand and use the principles of interpersonal, oral, and written communication.

EDL 516 Education Finance and Policy: Includes such topics as the organization of and responsibility for education in the United States at the federal, state, and local levels; basic administrative theories, processes, and techniques; and major areas of concern in the operation of local schools. The course includes an experiential learning assignment in which students complete a budget project.

EDL 519 Principalship: This course provides school leaders with an understanding of the role of the building principal along with skills and techniques associated with the principalship. The topics include the principal's role in community and family relationships and collaboration, using community resources to support the academic and social needs of students and families, the development and application of policies related to students and staff, planning and delivering of curricular and cocurricular programs within the school, and the principal's role in working with staff.

EDL 520-522 Principal Field Study: This course provides a field-based experience in the role of the elementary, middle, and/or high school principal.

EDL 523 The Educational Plant: The purpose of this course is to provide a study of the planning, construction, modification, and maintenance of school buildings and complimentary facilities such as playgrounds, athletic fields and facilities, drop-off zones, and parking lots. This course will include appraisal of school facilities and techniques for developing and using input from the community and building and program audits.

EDL 524 Educational Personnel Administration: Study of selection, assignment, evaluation, development, and release practices for certified and non-certified school personnel; salary and contract administration in schools. Study of labor laws, HIPAA, and FMLA.

EDL 526 Business Management in Education: Study of the business function in educational organizations with emphasis on budget development and administration, accounting, purchasing, risk management, support services, and capital outlay.

EDL 571 School and Community Relations: Study of the responsibility of classroom, attendance unit, and district personnel in public information efforts; design, use, and analysis of surveys; study of involvement of parents and other community members in resource, advisory, and decision-making activities; preparation of news releases and public information materials; study of relationships to media personnel.



EDL 573 Administration and Organizational Behavior: A study and critique of selected theories and research in administration and organizational behavior including topics such as leadership; formal and informal structure; communication; change and intervention; motivation and morale; interpersonal relations and conflict management; small-group processes; and personality, values, and ethics.

EDL 589 Superintendent Series "Leading Safe Schools": This course of the Superintendent Series will give an overview of the concepts that relate to the superintendent's role in establishing a safe school environment. School climate and culture; school security and facilities; emergency preparedness, response, and recovery; bullying and cyberbullying; and mental health and suicide are topics that will be covered, and each student will engage in a site authentic task and will provide evidence of the application of the knowledge gained in the class.

EDL 589 Superintendent Series "Leading with Technology": This course of the Superintendent Series will provide current and future school superintendents with the understanding of what constitutes a technology-driven school district. Using the framework set forth by the U.S. Department of Education Office of Educational Technology (OET), whose mission it is to establish the vision for how technology can be used to transform teaching and learning, students in this course will engage in a site authentic task specific to technology leadership and will provide evidence of the application of the knowledge gained in the class.

EDL 589 Superintendent Series "Using Data for School Improvement": This course of the Superintendent Series will provide students with the opportunity to evaluate what it means to lead a school with a focus on determining what meaningful data will lead to school success. Assignments will help students assess their own school's use of data; will allow for exposure to research-based journal articles on the topic; and will connect them with a district superintendent to provide professional context for data-driven decision making.

EDL 589 Superintendent Series "Leading Through Mission, Vision, and Decision-making": This course of the Superintendent Series will give an overview of the processes, strategies, and requirements a district superintendent needs to be aware of when creating her/his district's vision and mission statements, with a site-authentic task assignment that examines the students' current districts' visions and missions. Different decision-making models with case studies will also be reviewed.

EDL 589 Superintendent Series "Leading School Governance, Policy, and Finance": This course of the Superintendent Series will give an overview of the processes, strategies, and requirements a district superintendent needs to be aware of when called upon to be the key decision maker for the district's policy-making and budgetary responsibilities. As the driver of school governance, a school superintendent needs to cultivate a respectful and responsive relationship with the district's board of education, focused on achieving the shared mission and vision of the district.

EDL 589 Superintendent Series "Culturally Responsive Schools": This course of the Superintendent Series will be based upon the District Level National Educational Leadership Preparation standard #3: Equity, Inclusiveness, and Cultural Responsiveness, which looks to "promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to develop and maintain a supportive, equitable, culturally responsive, and inclusive district culture."

EDL 589 Superintendent Series "Professional Ethics and Norms": This course of the Superintendent Series will provide students with the capacity to promote the current and future success and wellbeing of each student and adult by applying the knowledge, skills, and commitments necessary to understand and demonstrate the capacity to advocate for ethical decisions and cultivate professional norms and culture. (National Educational Leadership Preparation Standard 2)



EDL 589 Superintendent Series "Leading Personnel in Schools": This course of the Superintendent Series will give an overview of the processes, strategies, and requirements a district superintendent needs to be aware of when leading the many employees and stakeholders within a school district. Authenticity within one's leadership style will be examined in order to create a vision of the skills and competencies a new superintendent will want to establish when starting in a new district. Looking at different hierarchical and lateral diagrams of organizational structures will allow for students to see the many perspectives that need to be considered.

EDL 593 Internship in Educational Leadership: This is a culminating experience primarily for Specialist Diploma and doctoral students.

TL 250 Introduction to Education: This course is designed for students exploring the profession of teaching in early childhood, elementary, middle, or secondary schools. It is an introduction to the study of education that explores the foundations of education, how learners differ, and the social and political contexts of schools. Students complete a classroom field experience, explore related literature, and participate in role-playing, simulations, and peer-teaching.

TL 2900 Effective Communication for Educators: This course prepares educators to plan for their personal and professional development by understanding and using the principles of nonverbal/verbal communication; written communication; and interpersonal/team communication.

TL 2900 Personal Leadership Mastery: Students will learn about the importance of developing an individual leadership plan. In order to effectively lead others, one must be able to lead her/himself. Students will learn about and be able to apply the concepts related to creating a personal and professional vision; managing time effectively; and establishing and maintaining productive habits aligned to achieving their vision. Strategies associated with the learning objectives will be based upon the work of Cal Newport (*So Good They Can't Ignore You*) and James Clear (*Atomic Habits*), along with other personal development researchers and authors.

TL 2900 Understanding Leadership: This course, based upon the work of Peter Northouse, will be an introduction to what it takes to lead effectively. Everyone at some point is asked to lead; whether it is coaching your child's basketball team, directing a school curriculum meeting, or organizing your family's summer vacation...many situations require leadership. This online asynchronous 1-credit course will give an overview of different leadership theories and approaches; will provide a questionnaire that will allow participants to analyze their own impressions of the word leadership; and will help students apply their learning to a sample case study and observational exercise.

LAKE REGION STATE COLLEGE

Summer 2010

ENGL 110 College Composition: Guided practice in college-level reading, writing, and critical thinking.

Graduate Student Advising

UNIVERSITY OF NORTH DAKOTA

DOCTORAL GRADUATED STUDENTS - Chair

- *Flipping The Odds: At-Risk Students' Perceptions of the Benefits of the Flipped Classroom Model in High School Mathematics* by Roberto Moedano, May 2026.
- *Teacher Onboarding and Preparation Equals Teacher Retention* by Stacey Eger-Converse, May 2026.
- *From Theory to Practice: Addressing the Operational Challenges of School Principals* by Darin Scherr, August 2025.



- *Addressing the Impact of Unlicensed and Under-Licensed Teachers in PK-12 Schools: How School Administrators Offer Support* by Taylor Topinka, May 2025.
- *Using High-Impact Practices to Support Online Students in Two-Year and Four-Year Institutions* by Sarah Kallock, December 2024.
- *Exploring The Impact of Upper-Elementary C3wp Resources on First Draft Student Writing Samples: A Study of Lexical Cohesion, Semantic Overlap, Grammar and Mechanics* by Lisa Gusewelle, August 2024.
- *Exploring The Role of Restorative Practices Facilitators in The Secondary School Setting: Self-Efficacy, Collective Efficacy, And Systemic Implementation Recommendations* by Rachel Bachmeier, May 2024.
- *Career Technical Education: Perceptions of Medical Career Pathway Students Regarding Preparation for Post-Secondary Goals* by Charles Dalusong, May 2024.
- *Exploring Player-Coach Relationships Through Competitive and Healthy Environments in Collegiate Sports* by Westin Michaud, May 2024.
- *Continuous Improvement In North Dakota Schools: Impact of MTSS Essential Tier 1 Components in Red River Valley Education Cooperatives' Schools Identified for Targeted or Comprehensive Support and Improvement* by Amy Rohlk, May 2024.
- *A Case Study on Implementation and Perceptions of a Systematic Multi-Tiered System of Support (MTSS) Model Within A Suburban Midwestern School District* by Christine Breen, December 2023.
- *The Effects of COVID-19 on School Attendance: Examining Explanations for Chronically Absent Students* by Samantha Kaloustian, December 2023.
- *Educating Families to Engage Families in Grades 9-10 Of Public Education* by Travis Smith, December 2023.
- *Need for Vertical Alignment in English Classes Between K-12 and Higher Education Institutions* by Kelsey Buchholz, August 2023.
- *Mental Health and Youth Sports: The Importance of Adding a Smartphone APP To Improve Awareness, Education, and Resources for Youth Athletes* by Kelli Gast, August 2023.
- *Building a Better Teacher Evaluation System* by Amanda Melsby, August 2023.
- *Teachers' Perspectives on Transformational Leadership* by Kelsey Peltier, August 2023.
- *Hmong Parent Engagement: The Need to Provide Basic Needs Services in Hmong Charter Schools to Increase Parent Engagement* by Kevin Xiong, August 2023.
- *Dyslexia and the Need for General Education Teacher Training* by Sheeresa Begay, May 2023.
- *Integrating Environmental Education into Teacher Preparation Programs* by Jenny Bladow, May 2023.
- *The Importance of Inclusive Classrooms for Students with Disabilities: Research Leading to the Creation of a Needs Assessment to Support Inclusive Classrooms* by Tara Ronke-Jensen, July 20, 2022.
- *Physical Therapists' Decision to Practice in Vestibular Rehabilitation and Concussion Management: A Qualitative Study of Influences* by Michelle Keller, July 18, 2022.
- *Beyond the Brick and Mortar: Examining Internal Selection of Principals* by Brittany Upton, July 12, 2022.
- *The Voice of the Voiceless: Alumni of a Rural North Dakota School Respond to Traditional Urban Solutions for Rural Education* by Thomas Warman, April 28, 2022.
- *Better Together: Building Supportive Teacher-Student Relationships with Adolescents Using Alternative School Practices as a Model* by Michelle Salyer April 26, 2022.



- *Restorative Justice Practices in Middle School Settings in North Dakota* by Carly Theis, April 25, 2022.
- *The Z Factor: Generation Z and the Perspectives of Recruitment Professionals on Sustaining Small Private Liberal Arts Institutions During a Decade of Expected Decline in Higher Education Enrollment* by Shawn Adkins, April 20, 2022.
- *Houghton Mifflin Harcourt Journeys Curriculum Series Longitudinal Effects on Grade 4 Student Reading Scores* by Daniel Warcken, March 21, 2022.
- *Characteristics of School Success as Identified by School Leaders* by David Wheeler, December 2, 2021.
- *North Dakota Administrators' and Teachers' Perceptions on School Calendars: Academic and Social-Emotional Learning* by Jackie Bye, December 2, 2021.
- *Fulfilling the Purpose of Education: Voices of North Dakota Graduates Pertaining to Curriculum and Graduation Requirement* by Sarah Ricks, November 29, 2021.
- *Creating and Designing Collaborative Learning Spaces in a Secondary School Setting* by Darin Walters, July 21, 2021.
- *Bridging the Transition Gap: Student Perceptions of Middle to High School Transition Practices and School Connectedness* by Amanda Quintus, April 26, 2021.
- *The Role of a Principal in Creating a School Climate in Which New American Students Thrive: An Ethnographic Case Study of a Midwest Magnet School* by Attia Noor, November 10, 2020.
- *Change Theory and Perceptions of Innovation from Educators Within K-12 Schools in the State of North Dakota* by Ryan Lyson, April 29, 2020.

DOCTORAL GRADUATED STUDENTS – COMMITTEE MEMBER

- *Meeting the Needs of Pre-Medical Laboratory Science Students: A Case Study* by Allison Waswick, May 2026
- *Resistance Through Policy: Documenting LGBTQ+ Advocacy in Public Education* by Rhys Fryar, December 2025
- *Creating Equitable Employment Practices for Adjunct Faculty: Perceptions of Academic Administrators at Public Institutions in a Great Plains State* by Constance McIver, May 2025.
- *Designing Professional Development in Pedagogy and Technology: A Phenomenological Study of Faculty Members from Myanmar Universities* by Ye Thu, May 2025.
- *Impact of Delphi-Developed Rubrics on Rater Consistency in 14 CFR 141 Flight Training Assessment Environments* by Lewis Archer, December 2024.
- *The Positivity Principle: Investigating a School Administrator Training Series Designed to Promote Systemic Positivity* by Catherine Gillach, December 2024.
- *Investigating the Relationship Between Teachers' State Evaluation Rating and Their Classroom-based Assessment Practices and Systems* by Christopher Jones, December 2024.
- *Targeting World Language Learning in the Target Language: A Qualitative Inquiry of the K-12 Foreign Language Teacher Experience* by Igor Ljevaja, December 2024.
- *Impact of Scheduling on Student Success at the Secondary Level: A Qualitative Study on The Impact of Schedule Design on Student Engagement and Behavior at a Small Charter Middle School* by Kate Clancy, August 2024.
- *The Healing of Stories: International Teachers' Lived Experiences of School Culture Using the Hourglass Model for Mindful Reflections* by Vesna Radivojevic, August 2024.
- *A Student Co-Creation Lab as a Sustainable System for OER Development* by Sarah Stokes, August 2024.



- *Access To Books for Lower Socioeconomic Students: Creating A Book Sharing Intervention* by Laura Fernandez, May 2024.
- *Distracted, Bored, And Disengaged: How to Reengage Gen Z Learners in The Secondary School Classroom* by Sharon Stout, December 2023.
- *Educator Perceptions on Equity and Inclusion in the Classroom* by Brittany Melfi, Aug 2023.
- *Survey of National Junior College Athletic Directors on the Top Things They Wish They Knew During Their First Year: Manual for First-Year Athletic Director Success* by Jayden Olson, May 2023.
- *Examining Relationships Between Wellness and Student Success: Recommendations for Integration of Wellness at a Community College* by Heather Dewaard-Flickinger, July 20, 2022.
- *The Role of Tribal Funding in American Indian Postsecondary Success: Inquiry into the Problem of Practice* by DeLana Wendland, July 20, 2022.
- *Increasing Implementation Fidelity of Behavior Intervention Plans in Public Schools Following Delivery of Remote Behavior Skills Training for Staff* by Shayna Shriver, July 20, 2022.
- *Helping Students from Refugee Backgrounds Succeed in Higher Education Through Support Systems* by Arinola Adebayo, July 14, 2022.
- *The Key Actions of School Leaders that Contribute to Effective Implementation of Restorative Practice* by Amy Starzecki, March 30, 2022.
- *Participatory Action Research: Managing Smartphones in the Secondary Classroom* by Andrea Simon, December 1, 2021.
- *Elementary School Counseling Programs in North Dakota: Perceptions of Participants on Early Social Emotional Learning* by Holly Larson, April 27th, 2021.
- *Transitions in a Tumultuous Time: Teachers' Experiences with Distance Learning Amidst the Covid-19 Pandemic* by Lisa Ross-Hain, November 30, 2020.
- *Student Affairs at Rural Higher Education Institutions: The Impact of Place on Professional Identity* by Lisa Samuelson, May 18, 2020.
- *Elementary and Secondary Teachers' Perspectives of Native American Students' Academic Performances in North Dakota* by Andrew Mangwa, April 8, 2020.
- *Principals' Perspectives Regarding 9-12 Grade Black, Asian, and Latino Males in North Dakota Public Schools* by Maggie Lowery, April 15th, 2019.
- *Exploring Student Perspectives on Elementary to Middle School Transition Practices* by Erin Spies, November 20, 2018.

UND MASTER'S STUDENTS GRADUATED: 40

	Service	Grand Forks, ND
UNIVERSITY OF NORTH DAKOTA		
Committees:		
• CEHD Leadership Council		2021 - Present
• CEHD Tenure and Promotion Committee		2024 - 2026
• CEHD CAEP Accreditation Committee		2021 - 2023
• UND Future of Education Task Force		2020 - 2022
• UND University Senate		2020 - 2022
• CEHD Graduate Committee Representative		2020 - 2023
• CEHD Finance Committee Chair		2019 - 2022



- CEHD Innovative Task Force Committee Member **2019 - 2022**
- Teachers & School Professional Educators Committee Member **2018 - Present**
- EDL/Higher Ed. Professor Search Committees **2020 - 2024**
- Clinical Faculty Handbook Committee Member **2019 - 2020**
- Strategic Enrollment Recruitment and Market Committee **2018 - 2020**
- Online Ed. D. Leadership/Reorganization Committee **2018 - 2019**

Classroom Presentations:

- Teaching and Learning, Introduction to Education **2017 - Present**

Recruitment Activities/Presentations/Judging:

- "Accessibility Champion" for CEHD **2025 - 2026**
- Emcee for CEHD Literacy Conference **2024**
- Contributor to UND's "Why Teach" PK-12 online course **2024**
- Established Teacher Education Partnership with Community School of Excellence Hmong Charter School in St. Paul, MN **2024**
- Grad Research Day Judge **2018 - Present**
- Established Bismarck Public Schools Teacher Leadership Academy **2021 - 2023**
- Aspiring Principals Conference Presenter **2019 - 2023**
- ALICE Training for North Dakota Administrators Presentation **2018**
- Pernille Ripp K-12 Reading Program Presentation **2018**
- Presenter for Dakota Association for College Admission Counseling **2024 - 2025**
- Career and Technical Education Presentation on Why Teach **2024**

STATE OF NORTH DAKOTA

Moderator for North Dakota Legislators' Retreat on Education

2025

- Served as Moderator for the Supporting Students with Special Educational Needs session at the 2025 North Dakota Legislators' Retreat on Education, hosted by The Hunt Institute in Bismarck, ND
- Facilitated policy dialogue among North Dakota legislators and education experts focused on inclusive education, teacher workforce shortages, funding structures, and administrative efficiency

North Dakota Council of Educational Leaders

2007 - 2023

- Served as the University of North Dakota representative on the council, collaborating with K-12 and higher education leaders on policy, leadership development, and educational priorities
- Maintained active membership in the North Dakota Council of Educational Leaders since 2007, engaging in statewide professional leadership initiatives

North Dakota Department of Public Instruction

2018 - 2019

- Served on a North Dakota Department of Public Instruction committee examining alternative pathways to principal credentialing
- Contributed to statewide discussions and working sessions focused on leadership preparation, certification, and workforce needs
- Engaged with educational leaders across the state to review existing models and inform policy recommendations

Native American Essential Understandings Curriculum Committee

2016 - 2017

- Contributed to statewide curriculum discussions on the integration and significance of the Native American Essential Understandings
- Developed and aligned lesson plans connecting state standards with culturally responsive instructional practices



- Collaborated with educators to support implementation of curriculum promoting cultural awareness and inclusivity

AdvancEd and School Improvement Visitation Teams

2010 – 2017

- Served on external review teams evaluating school improvement processes and institutional effectiveness across districts
- Analyzed data, conducted classroom observations, and interviewed stakeholders to assess instructional quality and organizational practices
- Contributed to formal school improvement reports, including analysis, findings, and actionable recommendations

Publications

Information Age Publishing, Inc.

2019

- Stonehouse, P., & Schlenker, J. (2019). School leadership preparation and development in the state of North Dakota. In V. Storey (Ed.), *School type diversification in England and the United States of America: Implications for school leader preparation programs*. Charlotte, NC: Information Age Publishing.

University of North Dakota Teaching and Learning Inquiry Project

2016

How does providing a student-led video newsletter affect parent perceptions of the school's climate?

- Participated in a 10-member team of educators engaged in practitioner inquiry focused on school improvement
- Developed and investigated a research question examining the impact of student-led communication on parent perceptions of school climate
- Collaborated with faculty and peers under the direction of UND's Department of Teaching and Learning to design and implement the inquiry project
- Presented findings to university faculty, students, and professional peers

Children and Nature Network

2015

"Triple Impact: How Nature Education Can Change the World"

- Invited guest contributor to the Children and Nature Network, authoring an article examining the impact of nature-based education
- Extended dissertation-related work to a national audience, contributing to discussions on environmental education and student well-being
- Article subsequently republished in the *Devils Lake Daily Journal*

Professional Presentations

Diploma in EDL, Pedagogy, and Technology

University of Taxila, Myanmar

"Leadership within Rural Schools in North Dakota"

Sept. 23, 2022, Feb. 10, 2023

- Delivered international virtual presentations to approximately 500 educators in Myanmar on leadership in rural school contexts
- Shared practitioner and leadership insights to support global professional learning and cross-cultural exchange
- Presented preliminary research findings from UND's I-REEED initiative on recruitment and retention in rural education settings

Belmas Annual Conference 2018

Windsor, England

"Principal Mentoring: A Sustainable Program?"

July 7, 2018

- Co-presented with Dr. Pauline Stonehouse and three other UND colleagues on North Dakota's Principal Mentoring Program at an international leadership conference
- Presented qualitative research analyzing program effectiveness and long-term sustainability of mentoring models for school leaders



- Contributed to international dialogue on leadership development, emphasizing policy and funding considerations impacting program viability

University of North Dakota Professional Capital Symposium
"Teacher Preparation"

Grand Forks, ND
May 2014

- Collaborated with a five-member team to present on teacher preparation and workforce readiness in K-12 education
- Delivered a focused session from the school principal perspective on preparing new teachers for classroom success
- Contributed to professional dialogue on effective teacher preparation and transition into practice

N.D. Assoc. of Elementary School Principals Mid-Winter Conference
"Nature Education in Schools"

Bismarck, ND
February 2014

- Delivered a breakout session based on dissertation research on the impact of nature education in schools
- Connected research findings to practice, providing school leaders with strategies for implementation
- Facilitated discussion on integrating nature-based education into school and district programming

Grants

UNIVERSITY OF NORTH DAKOTA

\$380,743 NSF DRK-12 Senior Personnel

Approved August 2022

- "River of Dreams: Developing teachers' STEAM self-efficacy through a phenomenon-based approach to exploring local watersheds" \$449,999, Principal Investigator: Julie Robinson

\$449,868 NSF DRK-12 Advisory Board Member

Approved August 2020

- "Exploring changes in elementary teachers' engineering design self-efficacy and practice through ongoing, collaborative professional development" Co-Principal Investigators: Frank Bowman and Julie Robinson

DEVILS LAKE PUBLIC SCHOOLS

2014-2017

\$420,000 Indian Education Formula Grant Writer

- Four Years X \$105,000: The Indian Education Formula Grant program provides grants to support local educational agencies in their efforts to reform elementary and secondary school programs that serve Indian students. Annually each applicant develops and submits to the Department a comprehensive plan for meeting the needs of Indian children. Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals and will provide the results of this assessment to the parent committee, Indian community and tribes whose children are served by the LEA.

Consultant Activities

EDUCATION STANDARDS AND PRACTICES BOARD

Bismarck, ND

Content Expert

December 2021

- Reviewed the Educational Leadership program for North Dakota State University, providing feedback for their university's submission for state accreditation



Content Expert

February 2020

- Reviewed the Educational Leadership program for the University of Mary, providing feedback for their university's submission for state accreditation

Professional Education

- Attended National NASPA Conference, Kansas City, MO. (March 2026)
- Attended National NASPA Conference, New Orleans, LA. (March 2025)
- Attended National NASPA Conference, Seattle, WA. (March 2024)
- Certificate in Education Finance Residency, Georgetown University. (October 2023 - February 2024)
- Attended Conference, "Place-Based Education Symposium," Teton Science Schools. (April 23, 2021)
- Completed Training, "Open Educational Resources Faculty Grant Recipients Training," Chester Fritz Library (January 19, 2021)
- Attended Conference, "Carnegie Project for the Education Doctorate (CPED) 2020 Virtual Convening," CPED Zoom. (October 15, 2020)
- Targeted Professional Development, "History of Higher Education" EDL 597 with Dr. Sherryl Houdek, Grand Forks, ND. (Summer 2020)
- Targeted Professional Development, "Higher Education Leadership" EDL 597 with Dr. Sherryl Houdek, Grand Forks, ND. (Summer 2020)
- Workshop, "Leadership: It's Everyone's Business," TTaDA, Grand Forks, ND. (April 28, 2020)
- Workshop, "Leading for Change: Managing Outside the Lines," TTaDA, Grand Forks, ND. (April 16, 2020)
- Workshop, "VoiceThread Training," TTaDA, Grand Forks. (February 2, 2020)
- Attended Conference, "NASSP mid-Winter Conference," NDCEL, Bismarck, ND. (January 30, 2020 - January 31, 2020)
- Workshop, "Interacting with Students," TTaDA, Grand Forks, ND. (January 23, 2020)
- Fellowship, "Tour of Sullys Hill Nature Education Program," College of Education and Human Development, Devils Lake, ND. (December 13, 2019)
- Workshop, "Fall Advanced Assessment Retreat," College of Education and Human Development, Grand Forks, ND. (November 22, 2019)
- Workshop, "Target X Training," UND, Grand Forks, ND. (October 25, 2019)
- Attended Conference, "North Dakota Center of Educational Leaders Fall Administrators Conference," NDCEL, Bismarck, ND. (October 17, 2019 - October 18, 2019)
- Seminar, "Course Revision with Assistance of Online Program Management," UND Nursing, Grand Forks, ND. (September 25, 2019)
- Seminar, "Governor's Summit on Innovative Education," Department of Public Instruction, Jamestown, ND. (August 14, 2019 - August 15, 2019)
- Continuing Education, "Ed. D. Online Course Development," TTaDA, Grand Forks, ND. (March 8, 2019 - May 15, 2019)
- Fellowship, "University of Texas San Antonio Redesign Visit," College of Education and Human Development, San Antonio, TX. (April 15, 2019 - April 18, 2019)
- Workshop, "Spring Advanced Assessment Retreat," College of Education and Human Development, Grand Forks, ND. (April 12, 2019)
- Fellowship, "Entangled Solutions for Master's Redesign," University of Virginia, Grand Forks, ND (via Zoom). (March 19, 2019)
- Continuing Education, "YuJa Training," TTaDA, Grand Forks, ND. (February 22, 2019)



- Workshop, "Grant Writing Workshop Day," College of Education and Human Development & College of Nursing, Grand Forks, ND. (February 21, 2019)
- Attended Conference, "NDAESP mid-Winter Conference," NDCEL, Mandan, ND. (February 6, 2019 - February 7, 2019)
- Attended Conference, "NASSP mid-Winter Conference," NDCEL, Bismarck, ND. (January 31, 2019)
- Research/Writing Presentation, "Struggling to Get Any Words Written? How To Increase Productivity by Grant Tomkinson," College of Education and Human Development, Grand Forks, ND. (December 5, 2018)
- Workshop, "EHD Fall Advanced Assessment Retreat," College of Education and Human Development, Grand Forks, ND. (November 16, 2018)
- Research/Writing Presentation, "Organizing and Managing Your Research," College of Education and Human Development, Grand Forks, ND. (November 7, 2018)
- Attended Conference, "North Dakota Center of Educational Leaders Fall Administrators Conference," NDCEL, Bismarck, ND. (October 17, 2018 - October 19, 2018)
- Fellowship, "North Dakota Innovation Tour," The College of Education and Human Development, Fargo, ND. (October 9, 2018)
- Continuing Education, "UND Bus Tour for 2nd-Year Faculty Members," UND Alumni, Grand Forks, ND. (August 13, 2018 - August 15, 2018)
- Continuing Education, "Active Shooter Awareness," Northwood Public School, Northwood, ND. (July 25, 2018)
- Workshop, "CAEP Syllabi Workshop," College of Education and Human Development, Grand Forks, ND. (May 7, 2018)
- Research/Writing Presentation, "Submitting Your First External Research Grant Application," College of Education and Human Development, Grand Forks, ND. (April 26, 2018)
- Workshop, "College Level Quality Assurance Feedback," College of Education and Human Development, Grand Forks, ND. (April 25, 2018)
- Research/Writing Presentation, "Systematic Literature Reviews," College of Education and Human Development, Grand Forks, ND. (April 20, 2018)
- Continuing Education, "Alice T. Clark Mentorship Program," UND Alumni Association & Foundation Scholars, Grand Forks, ND. (September 12, 2017 - April 10, 2018)
- Research/Writing Presentation, "The Dissertation Crying Log: Research, Pedagogy, & the Ethics of Care," Gershman/Ahler Distinguished Lecture, Grand Forks, ND. (April 4, 2018)
- Research/Writing Presentation, "Research-focused Brown-bag Lunch for Junior Faculty," College of Education and Human Development, Grand Forks, ND. (February 6, 2018)
- Continuing Education, "Potential Partnering with Pearson," Pearson Education, Grand Forks, ND. (November 9, 2017)
- Continuing Education, "LD: Having Difficult Conversations," Conflict Management Services, Grand Forks, ND. (September 20, 2017)
- Workshop, "ID 21Training," Education and Human Development, Grand Forks, ND. (September 14, 2017 - September 15, 2017)
- Workshop, "Blackboard Collaborate Training," CILT, Grand Forks, ND. (August 30, 2017)
- Workshop, "Mastering the Grade Center," CILT, Grand Forks, ND. (August 28, 2017).
- Workshop, "Recording Lectures in Tegrity," CILT, Grand Forks, ND. (August 28, 2017)



- Workshop, "Getting Started with Blackboard," CILT, Grand Forks, ND. (August 21, 2017)
- Fellowship, "UND Bus Tour of North Dakota for New Staff," UND Alumni Association, Grand Forks, ND. (August 14, 2017 - August 16, 2017)

Credentials/Awards

- | | |
|---|-----------------------------------|
| • North Dakota School Superintendent Credential | Active through August 2025 |
| • North Dakota Elementary Principal Credential | Active through August 2025 |
| • North Dakota Middle-Level Principal Credential | Active through August 2025 |
| • North Dakota Secondary Principal Credential | Active through August 2025 |
| • English Education Secondary Teaching Credential | Active through August 2025 |
| • Certificate in Education Finance, Georgetown, NY | Spring 2023 |

Larry A. Klundt Educational Leadership Scholarship **2011**

- \$500 The Dr. Larry A. Klundt Educational Leader Award will be based upon the applicant who meets the minimum eligibility criteria and shows promise to advance education in the field of educational leadership. Professors of educational leadership program for each university will, during their university's scholarship cycle, screen applicants and forward their recommendations to the NDFEL Board of Trustees. The NDFEL Board of Trustees will make the final selection of candidates to receive the financial award.

Minard & F. Jean McCrea EDL Scholarship **2006**

- \$400 Allocations from this endowment shall be used to fund two scholarships in the University of North Dakota College of Education and Human Development, one undergraduate and one graduate. The undergraduate scholarship should go to a student in the Center for Teaching and Learning with a minimum sophomore level standing and a grade point average of 3.0 or better. The recipient should be a North Dakota resident, preferably from Barnes County. The donor also prefers the recipient have intent to teach in North Dakota for a minimum of two years. The graduate scholarship should go to a student in Educational Leadership with an established grade point average of 3.0. The recipient should be a North Dakota resident, preferably from Barnes County. The donor also prefers the recipient have intent to provide leadership in North Dakota schools for a minimum of two years.