

Dr. Jared Schlenker



820 Sunset Drive ■ Devils Lake, ND 58301 ■ Phone: 701.740.2961 ■
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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

- Coordinate with University divisions and units
- Analyze data for recruitment strategies
- Allocate resources for recruitment and retention
- Support grievances and appeals process
- Oversee the scholarship selection process
- Represent the College in University committees

Grand Forks, ND

2024 - Current

Interim Associate Dean of Student Services

2023 - 2024

- Liaise with University and System divisions and functional units such as Student Affairs, the Dean of Students, Community Standards and Accessibility Services, Admissions and Enrollment Management, Student Finance, One-Stop Student Services, and other student-centered services operations.
- Interpret current data to maximize student outreach and recruitment strategies, attending to both on-campus and online enrollment targets with the goal of recruiting the most diverse and representative student body.
- Advise the dean on strategies for allocating and prioritizing the resources dedicated to student recruitment, enrollment, and retention management toward the goals of equitable access for students and inclusivity of students.
- Provide support and accountability for managing College marketing, communications, and outreach messaging.
- Respond to and support students in grievance and appeals processes.

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- Observe and support clinical faculty and GTA/PT faculty evaluations.

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

- Complete clinical and part-time faculty evaluations
- Serve as chair representative on Student Review Committee
- Facilitate communication among the faculty, staff, and students in the college
- Organize and support college committees

I-REEED Coordinator of Community Engagement 2021 - 2023

- Connect with administrators in the state of North Dakota to become partners for this Institute for Rural Education, Equity, and Economic Development research project
- Organize events and conferences sponsored by I-REEED
- Help to market and advertise the initiatives developed by the project

Co-Associate Chair in the College of Education and Human Development 2021-2022

- Assist with clinical faculty evaluations
- Attend bi-weekly college administration meetings
- Support co-curricular initiatives with other faculty, programs, divisions, departments, and colleges
- Facilitate communication among the faculty, staff, and students in the Department

Educational Practice and Leadership Ed. D. Program Director 2018 - 2022

- Monitor process of student applications and reviews
- Lead bi-weekly meetings with Ed. D. committee
- Complete assessment reports and program reviews
- Communicate with students about individual plans and progress

Educational Leadership Program Director 2021 - 2022

- Lead weekly meetings with Educational Leadership faculty
- Facilitate Rural Master's program and Bismarck MSTL partnership
- Represent program area with CAEP accreditation committee
- Market program with relevant social media posts

DEVILS LAKE PUBLIC SCHOOLS Devils Lake, ND

Principal of Central Middle School 2013 - 2017

- Leader and supervisor of 85 member staff, including teachers, paraprofessionals, custodians, cooks, and administrative assistants.
- Head Principal of 520 5th - 8th grade students.
- Monitored budget and approved/denied purchase orders.
- Led faculty and staff meetings regularly.
- Facilitated large group student assemblies.
- Organized special events in and outside of school.
- Promoted parent and community involvement.

Native American Education Advisory Committee Director 2013 - 2017

- Developed agenda and organized meeting dates, times, and locations.
- Sent electronic invites to all members and related attendees.

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- Administered survey for Native American parents within the district, requesting feedback on ways to improve academic performance and graduation rates for this demographic.
- Led monthly meetings, facilitating discussions on Native American student issues.

Marzano Teacher Evaluation Co-Chair **2014 – 2017**

- Worked with co-chair to develop reasonable timeline to implement new teacher evaluation system.
- Led meetings with district's Teacher Evaluation Committee, listening to input for the rollout process.
- Monitored evaluation system throughout the school year.

Assistant Principal of Central Middle School **2012 – 2013**

- Professional evaluator of 20 staff members.
- Overseer of attendance and discipline of 520 5th – 8th grade students.

DAKOTA PRAIRIE PUBLIC SCHOOLS

Petersburg, ND

Secondary Principal

2007 – 2012

- Leader and supervisor of 35 member staff, including teachers, paraprofessionals, custodians, cooks, and administrative assistants.
- Secondary principal of 120 7th – 12th grade students.
- Taught 3 sections of English, speech, and creative writing.
- Coaching positions: Head Golf Coach, Speech Coach, Drama Director

Curriculum Director

2010 – 2012

- Collaborated with curriculum committee, orchestrating a needs assessment of current curriculum.
- Created buy-in with teachers on a K – 12 math series, visiting area schools and using Skype to interview experienced teachers.
- Ordered materials for new math series.

Transportation Director

2007 – 2012

- Designed bus routes for 900 square-mile school district.
- Hired and fired 15-person bus driver crew.
- Drove several bus routes and activity runs.
- Responsible for maintaining service and safety of over 20 buses and school vehicles.

LAKE REGION STATE COLLEGE

Devils Lake, ND

Adjunct English Professor

Summer of 2010

English 110

- Designed the syllabus and assignments.
- Delivered lectures and facilitated discussion.
- Graded assessments and essays.

CENTRAL VALLEY PUBLIC SCHOOL

Buxton, ND

High School Language Arts Teacher

1998 – 2007

- Instructed 9th – 12th grade students in American, British, and world literature, facilitating discussion regarding text and related, relevant experiences.
- Developed curriculum for 9th – 12th grade English classes, incorporating several writing assignments during the school year.
- Taught elective courses in creative writing, drama, and speech.



- Coaching positions: Junior High Girls and Boys Basketball, Speech Coach, Drama Director, American Legion Baseball Coach

Education Association President

2006 - 2007

- Led meetings regarding educational issues.
- Elected unanimously by all 20 faculty for head negotiator on salary negotiating committee.

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 of 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

- *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

- *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.



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- 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 - 2024
• 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:**
- 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**
- STATE OF NORTH DAKOTA**
- North Dakota Council of Educational Leaders** **2007-2023**
- Member of professional organization since 2007
 - UND Representative on the council since 2018
- North Dakota Department of Public Instruction** **2018-2019**
- Alternative Pathway Credential for North Dakota Principals Committee Member
- Native American Essential Understandings Curriculum Committee** **2016-2017**
- Participated in discussions with facilitators and other members about the significance of the Essential Understandings.
 - Collaborated with teachers and developed original lesson plans connecting the state standards with the Native American Essential Understandings.
- AdvancEd and School Improvement Visitation Teams** **2010 - 2017**
- Cooperated with team members, analyzed data, and reviewed related documents of school districts going through the school improvement process.
 - Observed classrooms and interviewed administrators, teachers, and students as part of the improvement process.
 - Assisted in the writing of the school improvement final report.
- 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 area educators, under the direction of Jodi Holen from UND's Department of Teaching and Learning, where each individual member developed a "wondering" regarding the improvement of their schools.
 - Presented the findings of the project to college students, professors, and peers.
- Children and Nature Network** **2015**
"Triple Impact: How Nature Education Can Change the World"
- I was a guest writer for renowned naturalist Richard Louv's online blog. Louv's book *Nature Deficit Disorder* was a cornerstone reference for my dissertation, and he requested that I write this article after thanking him for his insightful writings.



- The article was later published 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

- Presented online to 500 Myanmar teachers about my experiences as a teacher and leader within the state of North Dakota.
- In conjunction with UND's I-REEED research initiative, I presented preliminary results of our research on recruitment and retention within rural schools in the state.

Belmas Annual Conference 2018

Windsor, England

"Principal Mentoring: A Sustainable Program?"

July 7, 2018

- Presented with colleague Dr. Pauline Stonehouse about North Dakota's Principal Mentoring program developed and directed by the North Dakota Center of Educational Leaders.
- Provided qualitative data that indicated a successful, yet precarious system. Studies and practice have shown the substantial impact that mentoring has on any field, especially the principal profession, but our research questioned the sustainability of a program that is operating under indefinite state funding.

University of North Dakota Professional Capital Symposium

Grand Forks, ND

"Teacher Preparation"

May 2014

- Collaborated with a 5-member team, speaking specifically about preparing new teachers in the field of K-12 education.
- Presented a fifteen-minute session considering the perspectives of a school principal.

N.D. Assoc. of Elementary School Principals Mid-Winter Conference

Bismarck, ND

"Nature Education in Schools"

February 2014

- Presented a breakout session related to my dissertation for the North Dakota elementary principal conference.
- Facilitated a follow-up discussion regarding the implementation of nature education within a school district.

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, 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, "NASPP 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

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| • 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.