

EDUCATING THE

Whole Person

Cura Personalis



SAINT LOUIS UNIVERSITY
—
SCHOOL OF EDUCATION

CELEBRATING
100 Years
of Excellence



SAINT LOUIS UNIVERSITY
—
SCHOOL OF EDUCATION



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Why Choose the School of Education

FROM THE Dean

Shaping the hearts, minds, and spirits of students is the highest purpose of every teacher.

In 1925, the Saint Louis University School of Education proudly opened its doors and has since educated thousands of teachers and school leaders rooted in excellence, integrity, and respect for every person. As Dean, I am motivated by this history and by our noble mission to work with my colleagues to support the formation of the next generation of educators.

The communities we serve need passionate educators who will shatter barriers, build bridges, and spark innovation. I came to Saint Louis University in 2018 as someone drawn to a mission to develop educators dedicated to excellence in all academic pursuits and making a difference within their institutions and their communities. Grounded in our Catholic Jesuit tradition, this commitment to excellence inspires me to grow our outreach by interacting with our friends and colleagues to support our community broadly, with a focus on those historically underserved.

We are called to be thoughtful and intentional in our work. *Who do we serve? Where do we serve? Why do we serve?* As reflective practitioners ourselves, my colleagues and I have redoubled our commitment to

creating educational opportunities for every student, working toward social justice in our communities. This also prompted us to evaluate what we are teaching our students and how we guide them to be advocates for their own students.

Over the past several years, we have reconfigured our undergraduate teacher education curriculum to enhance focus on molding equity-minded teachers who meet the needs of their students where they are, in and beyond the classroom. This innovative curriculum brings intentional field experiences, rigorous coursework, and community needs together — giving our undergraduate students a well-rounded learning experience to prepare them for their careers.

At the Saint Louis University School of Education, we motivate our students, faculty, and staff to share their gifts beyond teaching in a classroom by supporting student growth outside the framework of a lesson plan. The growth and achievements I have witnessed here only reaffirm my belief that the School is more than teaching others to teach. Our responsibility — indeed, our privilege — is to equip our students with opportunities in research, continued education, and real-world field experiences.



As we celebrate 100 years of tradition and excellence, I am proud of the seeds we have planted and the impact we have delivered for our students and our communities. The Saint Louis University School of Education shapes educators for tomorrow — supporting them in their practice and inspiring their passion to mold young minds and strengthen communities.

Sincerely,

Gary Ritter, Ph.D.
Dean, Saint Louis University School of Education

A PLAN FOR CONTINUOUS Innovation

The Saint Louis University School of Education embraces the next generation of teachers, leaders, and scholars in our city, our region, and beyond. Through its on-going work of developing and assessing its strategic plan, the School commits to continuous growth for its students, faculty, administrators, and the greater community.

Critical to this commitment is confirming our shared core values. Each one enhances the impact the School has on its students, the dedication it has to the community, and its ability to shape the future of education.

Trust and Integrity

We believe that all persons can flourish when trust is cultivated. We engage in ongoing communication as a School of Education with humility, openness, and empathy as individuals and in community with one another.



Growth and Transformation

We prioritize effectual, continuous individual and collective well-being, growth, and improvement in all aspects of our daily lives. We commit to building relationships, learning, service, teaching, research, and leadership for the purpose of transforming education, now and in the future, for the greater good.



Reflective Practice

We commit to the development of the knowledge, skills, and dispositions necessary to transform society through education. Through the synergy between scholarship, research, and practice, all members of our community engage in reflection to deepen the understanding of our own learning to advance mission-driven action for the greater good.

Social Justice

We regard advancing equity-minded transformation as a collective moral imperative. We endeavor to examine our own biases and the ways in which our words and actions impact others and direct our gifts and opportunities to advance racial and socioeconomic equality in our communities and beyond.



Cura Personalis

We affirm the heart of our work is care for the whole person; students, faculty, staff, alumni, and community. Individual and communal well-being, as well as a sense of belonging, are critical to the collective work of the School of Education.

Rooted in Tradition for Excellence in Education

Celebrating 100 years of the School of Education

In 1925, Saint Louis University established a Department of Education to graduate talented and committed educators to serve in our city's schools. Rooted in the Catholic Jesuit tradition, we seek to embody the University's motto of a *higher purpose for the greater good* in every class, project, and partnership. From offering evening courses to women in the 1920s, to studying learning disabilities in the 1940s, to more actively recruiting and welcoming a diverse body of students today, we celebrate our past and embrace our ambitious future.

Today, we renew our commitment to provide a high-quality education for the whole person as a student, teacher, leader, and community member. With our dedication to social justice, community growth, and innovation, we enter our second century of service to the profession with energy and optimism.

SERVING OUR Students

A New Era in Undergraduate Education

On Redesigning the Curriculum for the Undergraduate Program

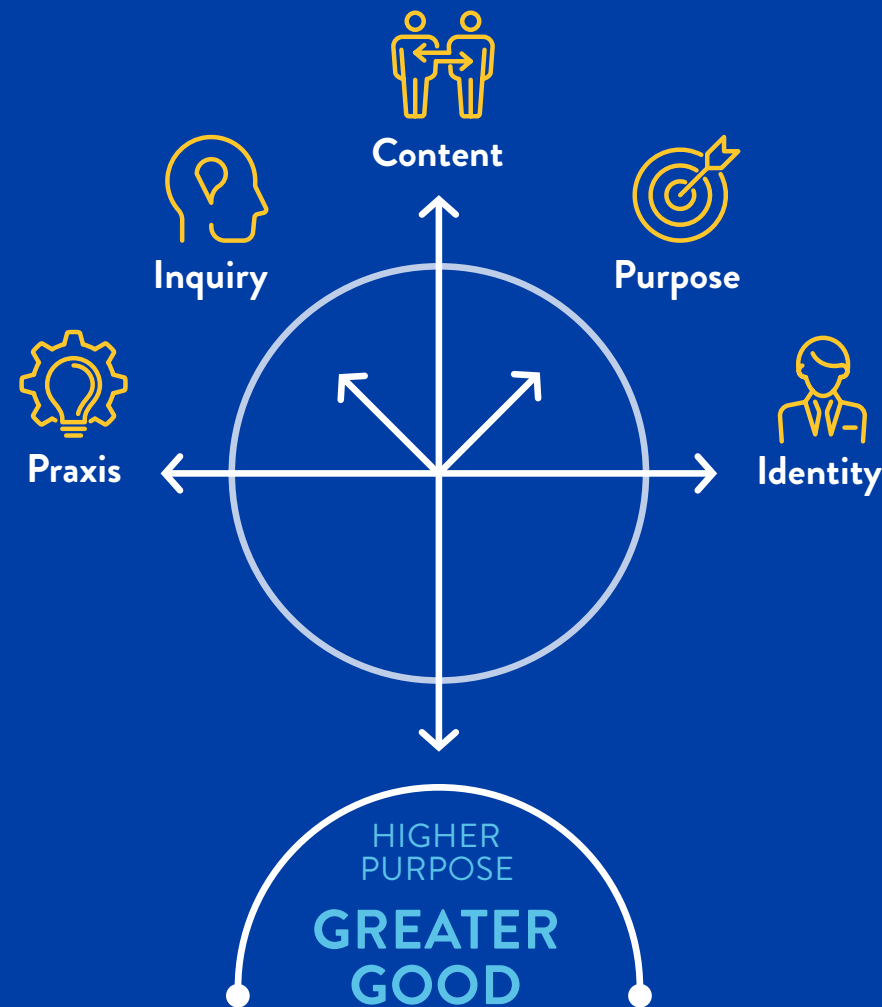
In Fall 2022, the Saint Louis University School of Education implemented a redesigned undergraduate curriculum to meet the needs of its future teachers, prospective students, and the community. Grounded in the Jesuit tradition, the curriculum has a goal of preparing equity-minded teachers with early and frequent field experiences and coursework dedicated to help them achieve their Missouri state certifications.

Assistant professor Merlene Gilb, Ed.D., explained the program transforms the School's model of teacher preparation by expanding focus on social justice and dedication to the community.

“We created this revised curriculum to stand the test of time. It will be able to respond to the rapid changes of society, develop student character, and align with the innovations of the new University Core curriculum for all undergraduate students.”

— **Merlene Gilb, Ed.D.**
Assistant Professor

Consisting of 48 intentionally designed courses interwoven with their new five compass themes, the program allows students to pursue an undergraduate degree in education with concentrations in early childhood, elementary, middle school, secondary, or special education. It also integrates them into Teacher Learning Communities (TLCs) to provide moments of reflection on all coursework and field experiences throughout the program. TLCs model professional learning communities for the graduates' futures as educators.



Associate Dean Molly Schaller, Ph.D., explained the program was intentionally formed with each student's developmental trajectory as a teacher, leader, and advocate in mind.

“Once our students decide their certification path, the undergraduate curriculum provides an intentional education journey to become that type of teacher,” she said. “It is designed to be a developmental progression that fosters communication, personal growth, and student learning.”

Through its single track design, intentional course milestones, and in-classroom student teaching, the new curriculum connects students of all certification areas and expands their holistic formation as future teachers.

“Our goal with our new undergraduate curriculum is to form reflective scholar-practitioners who will go out into the world as teachers, leaders, and advocates for all.”

— **Molly Schaller, Ph.D.**
Associate Dean



Where Coursework and Real Experiences Meet

Educational Leadership & Community

The Doctor of Education Program in Educational Leadership prepares students to be expert leaders for the communities and institutions they serve. Sally Beth Lyon, Ed.D., assistant professor of educational leadership, explained the program puts scholarly practices into real life.

“We have a rigorous program with a practical approach. Students immerse themselves in the literature and research to learn how to apply it to their careers as educational leaders.”

— **Sally Beth Lyon, Ed.D.**
Assistant Professor of Educational Leadership

Many students enter the program with full-time careers in educational leadership. Because the program is delivered in a cohort format, students share issues they come across, learn from others' experiences, and build impactful faculty relationships.

With an authentic approach to learning, doctoral students are prepared for a life of service, leadership, and building strong learning communities in their schools.



Teach Me: A Call to Serve

Reflection on the Billiken Teacher Corps

The Billiken Teacher Corps (BTC) prepares the next generation of Catholic educators through faith-filled service. Its members come together to live in an intentional faith community for two years. By teaching full-time in underserved Catholic schools, members earn their Master of Arts in Teaching (MAT) degree with full tuition-remission. Members also earn Missouri teaching certification via the alternative route, if they are not already certified.

Through shared experiences with their cohort, members bond together as aspiring teachers and receive guidance from the School of Education faculty through mentorship and coursework. Karen Tichy, Ed.D., MAT program director, explained the School's comprehensive support for BTC members.

“For our members to become teachers on day one without any prior teaching experience, it can be overwhelming,” she said. “Their commitment to education is so edifying, and they receive academic, spiritual, and personal support from university supervisors and school leaders during and beyond their two years.”

The BTC members bring unique gifts and a commitment to educate and serve their students, families, and schools. BTC Director Angela Moret said the members enter their classroom teaching with boundless energy and embrace learning moments where their students teach them.

“Our motto is ‘Teach Me.’ Each member has an opportunity to experience many lessons from their students that will form them as a teacher in Catholic education. If they open their hearts to both teaching and learning, the effect is life-changing on their vocation.”

— Angela Moret
BTC Director

The Billiken Teacher Corps actively recruits teachers to make a difference and be the future of Catholic education for the community.



100 year history of placing *Jesuit tradition* at the heart of our practices.

Welcome to Your New Chapter

The STL Teaching Fellows @ SLU

In 2022, the Saint Louis University School of Education renamed their newest alternative pathway in teacher-certification program: The STL Teaching Fellows @ SLU. The program was initially designed in 2020 as an attempt to respond to the greatest need articulated by local school leaders — an expansion of the teacher pipeline in the region.

The program is designed to enable fellows, with undergraduate degrees in content areas, to work toward their teaching certification and their Master of Arts in Teaching (MAT) degree while working full-time in public schools in our community. Thanks to this alternative certification pathway through the Missouri Department of Elementary and Secondary Education, the MAT fellows begin as classroom teachers soon after starting the program.

Program advisor Kelly Ivy said the program provides tremendous guidance to launch successful teachers who enter the program without an education degree or teaching certificate.

“You have a community that will support you throughout the program. The cohort structure gives our fellows group interactions that prepare them for their career ahead.”

— Kelly Ivy
Program Advisor

The School of Education at Saint Louis University is actively recruiting new members to join their future cohorts and bolster the teaching pipeline in schools across the St. Louis region.



Partnerships for Community Connection

Leading Community Initiatives for Access to Education

In 2021, the Hyde Park neighborhood received the news that Clay Elementary School would close. Understanding its community impact, Saint Louis University forged a partnership with St. Louis Public Schools to create the Clay School Community Resource Center. The Center focuses on providing a variety of community services, including after-school programming and health-related supports.

“We want to build up what is already in the Hyde Park neighborhood and support its community assets through the many resources at Saint Louis University,” said Josh Goldman, who leads the program for the School of Education.

The School of Education is also focusing its community efforts on developing more opportunities for first-generation students to attend and be successful in college. Through Summer Bridge programming, the School's faculty and staff create structured opportunities for traditionally underserved students to learn about and prepare for the pursuit of college degrees. The programs offer a chance for local high school juniors and seniors to immerse themselves in a summer experience on a university campus and receive guidance and support before applying to college.

Whether giving a new face to a beloved community space or developing paths to college by helping to remove obstacles, the School of Education embraces its history of placing Jesuit tradition at the heart of its practices.



EXPANDING OUR Outreach

private high schools. The Director of Mission Effectiveness, Carolyn Dubuque, emphasized that the program and the support staff impact children from 6th grade through their college career.

“The St. Louis private high school process is very unique. Our parents are new to it, and our Graduate Support Directors are instrumental in talking to them realistically about which school may best fit their child. They form close relationships with the admissions teams to support our families through the process.”

— Carolyn Dubuque
Director of Mission Effectiveness

In 2020, Saint Louis University’s School of Education and Access Academies formed a partnership through which Access Academies moved into the School of Education. The partnership allows Access to leverage the School of Education’s expertise and resources through collaboration with its faculty members, access to coursework, program evaluation, and professional development.

The partnership provides the School and its students with an opportunity to work directly with Access students and schools in underserved communities — strengthening their education for the future.

Opening Doors for Success

Inside Access Academies

Every child deserves a quality education. In 2005, Access Academies opened to provide middle school enrichment, high school and college support programs, and scholarships to underserved students. By partnering with three area Catholic middle schools and 26 private high schools, Access Academies serves over 500 students in the St. Louis area.

Access Academies provides critical education and counseling services through the help of the graduate support staff, who work directly in the three middle schools and build relationships with

A Pipeline for Educators

The Grow Your Own Teacher Program

When Saint Louis University School of Education leaders spoke with urban district superintendents, there was one consistent response: we need teachers, and we especially need teachers who represent our community in our schools. In Fall 2021, the Grow Your Own Teacher (GYOT) Program was created to invest in local students to build a diverse pipeline of teachers for their urban schools.

As the School’s program coordinator for community projects, Ryan Wilson, M.Ed., strives to raise more funds and grow the GYOT program to recruit aspiring teachers and connect them to positions in their own communities. In an effort to break down barriers for students who have a high need for assistance, GYOT students receive scholarships to attend the School of Education. By starting early, the program recruits students interested in an education degree and equips them with the tools to succeed.

“If it’s in their heart to make their St. Louis community a better place it all starts in the classroom,” said Wilson. “After four years at SLU, those students know they want to teach and love to teach. We are excited to have the opportunity to get out into our community’s schools and talk to students about pursuing careers as educators.”

In the future, the program seeks to expand into other schools and districts to bring more passionate educators into their communities.

A Service to Meet the Needs

The Interdisciplinary Center for Autism Services

The Saint Louis University School of Education formed the Interdisciplinary Center for Autism Services in July 2019 to serve a community need and give direction to families who may not know their next steps regarding a suspected diagnosis of autism.

By combining forces with speech and language therapists, occupational therapists, social workers, and special education services, the Center’s director, Diane Richter, Ph.D., said they serve families beyond educational guidance for an autism evaluation.

“Our core value is service,” Richter said. “We are looking at the family unit and how their child’s challenges affect them day by day. If we are not the right place for their evaluation due to the need for a developmental pediatrician, we think about what resources or support we can provide them in the meantime as they wait for an evaluation.”

The Center provides in-depth autism evaluations for school-aged children and has recently begun evaluating young adult clients. Richter explained that the work does not end once the assessment feedback is given to parents. The Center provides parents with resources for educational transitions and meetings on their rights in the education system under the Individuals with Disabilities Education Act.

Additionally, the Center offers a space for general and special education students to help close the gap on the need for autism services.



Leading as Allies for Inclusion

Inside The Ability Institute

In 2010, the School of Education cultivated an innovative idea conceived by a Saint Louis University graduate student and created The Ability Institute. The Institute promotes global inclusion by offering educational opportunities to transform attitudes and develop people into allies for those with physical, mental, and invisible disabilities. This original idea resulted in three programs: The Ability Exhibit, the Ability Ally Initiative Workshop, and the Ability Allies in Action Pre-Kindergarten-Fifth Grade Curriculum Program.

These programs serve to increase disability awareness and encourage conversations to eradicate the stigmas related to disabilities. Director of the Institute J. Mark Pousson, Ph.D., explained how The Ability Exhibit, in conjunction with the Ability Ally Initiative Workshop, serves the community with a traveling exhibit of interactive stations and customized workshops.

“The Ability Exhibit and the other programs bring a sense of awareness to where disability is in a person’s life. The exhibit and the other programs are not just providing them with the theory behind a disability, it presents the tools to know how to respond in a real world setting.”

— J. Mark Pousson, Ph.D.
Director of the Ability Institute

Pousson and his team look to conduct more workshops, strengthen the Ability Allies in Action elementary curriculum, and develop more research surrounding visible and invisible disabilities.



Building Bridges for Education

Words from Art McCoy, Saint Louis University School of Education's First Distinguished Fellow

Art McCoy, Ph.D., recognized from a young age that the education system needs educators who lean into social justice, have courageous conversations, and prepare students for life after school. This philosophy propelled him into a career in education where he has grown from a new teacher to the first African-American superintendent/CEO of Ferguson-Florissant School District and now to his current role as the Saint Louis University School of Education's first Distinguished Fellow.

McCoy provides interdisciplinary support, research, and develops partnerships between the School and local corporations to advance educational equity. Exuding an enthusiasm for education and bringing a desire to do good within the St. Louis community, he works with SLU School of Education Dean Gary Ritter, Ph.D., to develop opportunities in education for underserved students and their communities.

He believes one of the strongest attributes the SLU School of Education gives to its students is the influence of the Catholic Jesuit Mission serving the needs of others. His efforts to generate student mentorship programs for high school students, community resources, and research surrounding the public school system provide educational opportunities and end fragmentation in St. Louis.

“We need people who see humanity for what it is, as one humanity, even though we have some different aspects. There is no better place to exercise your gift than at the Saint Louis University School of Education.”

— Art McCoy, Ph.D.
Distinguished Fellow

FACULTY Features



Christa Jackson
Ph.D.

Professor, Educational Studies & STEM

Christa Jackson, Ph.D., prepares her students to teach mathematics and science courses with integrated classroom experiences. Her dedication instills an appreciation for mathematics and the sciences and builds an excitement for learning among her students.

Through writing children's books about diverse STEM leaders, sharing *Newton*, an integrated elementary school curriculum for science and mathematics programs, and creating the Institute for STEM, Collaboration, Outreach, Research & Education (iSCORE), Jackson serves aspiring education students and the greater community. With her passion for incorporating course materials into everyday life, she teaches an appreciation for mathematics and science and encourages others to see the beauty of these STEM subjects in their lives.

“There is so much joy and beauty involved in science. I tell my students that even if they come into my class with a total disregard for math, my hope is that the course will transform their initial thoughts and fears into an appreciation for mathematics.”

— Christa Jackson, Ph.D.
Professor, Educational Studies & STEM

See more insightful research projects and discoveries from the faculty.



Jaime Welborn
Ph.D.

Assistant Professor, Educational Leadership

From working as a doctoral student to now serving as an assistant professor of educational leadership, Jaime Welborn, Ph.D., leverages her passion for Saint Louis University to impact students. Her life's work in Cultural Proficiency opened doors for her to work on a grant from the Saudi Arabian Cultural Mission, Building Leadership for Change through School Immersion, and lead as the Executive Director of the Midwest Collaborative for Cultural Proficiency.

She also published her first book in 2021 to educate teachers and school leaders on the Cultural Proficiency framework and tools to use in the classroom. Welborn seeks to increase equity, diversity, and access in education, and encourages her students to walk through doors to find their own life-changing opportunities.



Takako Nomi
Ph.D.

Associate Professor, Educational Studies

Takako Nomi, Ph.D., believes graduate students will have the best experience when they have a sense of curiosity and a desire to learn more than the content. As an associate professor of applied statistics and quantitative research methods, she encourages her students to see past the data and recognize the faces behind the numbers.

In her research, she investigates student transitions from high school to college and their long-term career trajectories. Her interpretation of the data seeks to inform state leaders about current student barriers in higher education and degree completion. Through her teaching, Nomi challenges her students to understand that their research has a purpose and an ability to shape perspectives and change lives. Her mentorship guides her students to make visible impacts with data and conduct careful research that will benefit education and society.



J. Mark Pousson
Ph.D.

Associate Professor & Director of The Ability Institute

Coming from a student affairs background, J. Mark Pousson, Ph.D., focuses on serving the whole student through his career as an academic advisor, dissertation chair, researcher, and teacher. Pousson serves as both an associate professor of Higher Education Administration and the Director of the Ability Institute.

“Being a part of the growth and development of human beings is rewarding, humbling, and awe-filled. As faculty, we get to know the students, we get to challenge them beyond what they know, and we follow along with them in their journey.”

— J. Mark Pousson, Ph.D.
Associate Professor & Director of The Ability Institute

In his work, he strives to eradicate disability stigmas and educate his students on the importance of seeing the whole person behind the learner. Through his courses on intervention skills, student development theory, organization and leadership theory, and disability education, he prepares future higher education administrators to challenge and support the college students they will serve.

A VOICE FOR Education

Using Data to Further the Mission

A Conversation with PRiME Center Director, Evan Rhinesmith, Ph.D.

In 2019, the Saint Louis University School of Education opened the Policy Research in Missouri Education (PRiME) Center and cemented its commitment to bringing research and evidence into education policy discussions to benefit all Missouri students. The Center provides educators and leaders with critical data to build strong and equitable education systems throughout the state.

Evan Rhinesmith, Ph.D., has led the PRiME Center as director for research and evaluation since its inception. He and his team conduct research and analyze data that provides evidence on education to inform key stakeholders entrusted with important education decisions in Missouri.

“Much of our work endeavors to better understand the characteristics of schools that are truly fostering student growth,” he said. “Our goal is to inform conversations and highlight those schools and efforts that help students improve and grow year-to-year.”

The PRiME Center’s work does not stop with the curation and distribution of data. It continues through developing relationships with educators, lawmakers, families, and other community groups. By working directly with its partners, the Center strives to be a trusted voice for Missouri education — providing research and evidence around pertinent questions in education such as school funding, student success rates, and enrollment trends.

The PRiME Center strives to expand its voice throughout Missouri and generate conversations in education that serve the greater community.

 **GRANT OF \$1.3 Million** from the Walton Family Foundation through 2025.

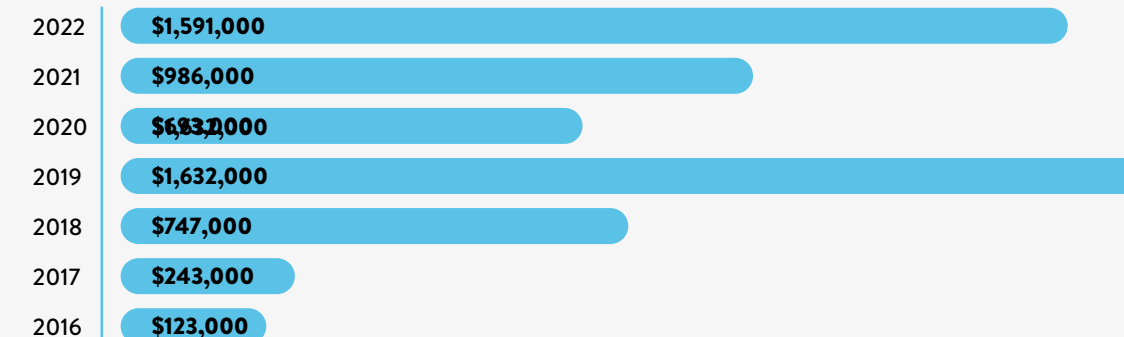


“At the PRiME Center, we look at the numbers and remind ourselves every day that they are attached to human beings, and our mission is to help as many as we can.”

— **Evan Rhinesmith, Ph.D.**
Director of Research and Evaluation
of the PRiME Center

TEN-FOLD INCREASE IN RESEARCH DOLLARS SINCE 2016

Grant-Funded Research Expenditures



Teaching to Inspire Change

On creating better policies with Cameron Anglum, Ph.D.



Cameron Anglum, Ph.D., came to Saint Louis University to make a difference in education policy. As an assistant professor of educational studies and a PRiME Center researcher, his research passions lie in education finance and the intersection between school funding and teacher labor markets. His work seeks to inform Missouri policymakers on issues related to teacher salaries, turnover, and equitable teacher resources in order to inspire reform and better policies.

In the classroom, Anglum works with his doctoral students to develop their research skills, focusing on quantitative methods. He recognizes their diverse experiences spark both new ideas in education policy and grow the overall diversity of research the School shares with the greater community.

“We don’t motivate a student to pursue a particular research interest,” he said. “They come to us brimming with motivation and passion for research, and it is our job to harness their analytic capabilities so they can unleash their research passions to affect positive change.”

Expanding Outlooks on Higher Education

On forming future leaders with Jonathan Turk, Ph.D.

The study of higher education gives its students opportunities to challenge perspectives and make contributions to change. Jonathan Turk, Ph.D., shares his extensive experience in higher education to prepare graduate students to be the next generation of scholarly leaders on and off college and university campuses. Through his research to advance college student success and strengthen community colleges, he seeks to prepare professionals to be effective leaders who are champions for students and drivers for more equitable higher education.

“My goal is to prepare students to be effective leaders on a variety of campuses. Whether it is a public university, a private liberal arts college, or a community college, our students will develop a greater understanding of the unique strengths and opportunities found throughout our diverse higher education system.”

— **Jonathan Turk, Ph.D.**
Assistant Professor of Higher Education

With a refreshed curriculum, opportunities to expand their research, and access to faculty who support their growth, Turk and the School of Education give students the chance to come together to share and create knowledge that will meaningfully transform higher education.



SHAPING STUDENT Success

A Role Model for Young Minds

A Student Story with Sophomore Cammy Fuller

Our first encounters with education lie within the doors of our pre-k and kindergarten classrooms. Teachers of these young children strive to exude passion and positivity for their students' first school experience.

Like many of us, sophomore Cammy Fuller has fond memories of her kindergarten teacher and how she supported her. As a future teacher, Cammy seeks to be a role model for her students.

"When I was younger, I never saw teachers of color until I entered high school," she said. "As a future kindergarten teacher, I want other children of color to see me and know they have someone who understands them at their side."

Fuller's journey to the School of Education was different than most. Originally planning to obtain her degree in social work, she always knew she wanted to work with children. But, one day, she heard a student presentation about choosing a major in college that changed her trajectory and pushed her to pursue her passion for teaching.

Since her first education classes, she knew she found her career path. While the content of her coursework challenged her, she also made valuable connections

with faculty members who shared knowledge, asked deep questions, and emulated joy in their work in order to prepare her for the classroom.

“The coursework and the experiences faculty provide for us prepare my classmates and me to work immediately in a classroom setting. These experiences challenge us to think not only about our own perspective on a variety of topics, but also to consider what our students' perspectives could be on those subjects.”

— **Cammy Fuller**
SLU School of Education Class of '25

The School of Education encourages Cammy and her colleagues to look deeper at the whole student rather than just a face sitting in their classroom. As she continues through the program, she focuses on being a consistent and memorable role model to all of her students.



Leading by Example

A Student Story with Senior Desiree Jason

Recruiting and retaining prospective students takes enthusiasm, confidence, and current students who believe in your mission. Senior Desiree Jason serves the Saint Louis University School of Education as both an aspiring teacher and a passionate advocate through its ambassador program.

Her role as one of the first faces a prospective student encounters on a tour increases her leadership skills and helps recruit future teachers.

“Being an ambassador has been one of my favorite experiences at SLU. I have designed career presentations for 8th grade students and have spoken to high school juniors and seniors about my experiences as a student in the undergraduate program.”

— **Desiree Jason**
SLU School of Education Class of '23



Jason became an ambassador to help other young students understand how the SLU School of Education provides a degree and much more. She highlights the family atmosphere of the School that is devoted to the growth and success of every aspiring teacher.

"SLU has a phenomenal education program," she said. "If you pursue your degree here, you will meet students and professors that change your life. They care for you and will support you with advice, career opportunities, and compassion long after graduation."

As Jason prepares to embark on her teaching career, her passion for attentiveness and acceptance will inspire her students to learn, develop, and create in and out of her classroom.

Fostering Talent and Joy

A Student Story with Senior Grace Hoover

When Grace Hoover arrived at Saint Louis University, she had three goals: graduate from an academically rigorous Jesuit university, make a difference in the community, and serve as a bilingual teacher. Now, as a senior undergraduate student, she reflects on her growth and accomplishments within the School of Education, and their commitment to placing her in schools to increase her Spanish fluency.

“Four years ago, I came in without additional college credits, but I had a dream to pursue an education degree with a minor in Spanish. I am so grateful to SLU for putting me in schools as early as my first semester freshman year and accommodating my desire to work in a bilingual school.”

— **Grace Hoover**
SLU School of Education Class of '23

As Hoover prepares for student teaching and graduation, she recognizes the School of Education's commitment to each student and the support provided to each student throughout their entire career.



EXCELLENCE IN EDUCATION AND Leadership

Go Forth and Lead

Reflections on Catholic Educational Leadership with Darbie Safford, Ed.D.

As a Catholic school principal and superintendent in Texas, Darbie Safford, Ed.D., recognizes the greatest need for its schools lies in leadership. Among her colleagues and peers, she hears countless stories of classroom frustrations, questions that need answers, and a desire to motivate change for the faith formation and education of young Catholics.

In 2015, Saint Louis University created a Catholic educational leadership cohort in the Diocese of Dallas that met the needs of principals and Catholic education leaders who wanted to pursue their doctorate. Students participated in courses taught by visiting SLU professors on weekends at Jesuit College Preparatory School of Dallas — without leaving their home state.

Since her graduation, additional cohort programs in Houston and San Antonio have formed alongside Dallas — expanding more opportunities for the education of the state’s Catholic school leaders.

Doctoral students bring their faith into their studies as they examine education questions and apply it directly within their schools. The program’s focus on

Catholic education separates it from other educational leadership programs across the country.

“**In Catholic school systems, finding qualified leadership professionals is a challenge. This program provides an avenue for principals, superintendents, and other leaders to gain their leadership degree while actively working in Catholic education.**”

— **Darbie Safford, Ed.D.**
SLU School of Education Alumna

Safford’s personal experience not only opened doors for her own career, but it also encouraged her to share the program with others so they may continue to grow Catholic educational leadership throughout Texas.

“The program helps others grow as leaders in the classroom and for the faith,” she said. “If you seek to grow as a leader in Catholic education, look to Saint Louis University to develop both your skills and your faith as you go forth to teach and lead.”



By the Numbers Superintendents and Principals

40%
of all superintendents in St. Louis and the surrounding counties have one or more degrees from Saint Louis University.

15%
of superintendents from the state of Missouri have one or more degrees from Saint Louis University.

15%
of principals from St. Louis City and St. Louis County have one or more degrees from Saint Louis University.

A Career Written in Stone

On setting an example for students with Larry Green, Ph.D.

As a child, Larry Green, Ph.D., proudly stated to his entire family that he would go to college and become a teacher. Now, his dedication to his profession has impacted not only his students, but also his family’s outlook on higher education opportunities.

“When I decided to obtain my doctorate in curriculum and instruction, I wanted my family to see someone could do it,” he said. “I set a singular goal for myself to earn my degree so anyone after me could see that someone in our family obtained this degree.”

Green has served in multiple districts throughout St. Louis as a teacher in computer science and business administration. As he considered where to pursue his doctorate in education, he knew the Saint Louis University School of Education would challenge and further develop his teaching skills.

“**Everything I learned in the School of Education has strengthened how I can help my students.**”

— **Larry Green, Ph.D.**
SLU School of Education Alumnus

Through every challenge and sacrifice, Green has set an admirable example by embodying what he teaches to his students.



The Value Beyond a Degree

A conversation with Lavon Singleton, Ed.D.

Before Lavon Singleton, Ed.D., came to Saint Louis University to pursue his doctorate in educational leadership, he never anticipated the wealth of knowledge and connections he would develop. Singleton worked in a variety of business administration and financial roles throughout his career and explained that the pursuit of his education degree has driven him to excel as an administrator.

“**Sometimes, in education, certain administrative roles are downplayed. Saint Louis University emphasized that no matter what position you serve in at a school, it all matters to your school’s educational environment and success.**”

— **Lavon Singleton, Ed.D.**
SLU School of Education Alumnus



While completing his doctorate, he had the opportunity to directly apply his skills and hear of advanced job opportunities from his professors. One of those opportunities turned into his current role as the Chief Financial Officer of the Riverview Gardens School District.

As he looks back on his experience, he believes the program and the School’s reputation places its doctoral students at the top of any school administration wish list and it puts students on a life-changing path.

“This program reaffirmed my calling of serving as an administrator in education,” he said. “The program touches on matters like facility planning and curriculum audits that I would not have learned while working for my district. The degree you receive from the School of Education is incredibly valuable for leading any school district.”

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