



W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2021

PANDEMIC PLAYBOOK

CHURCH-SCHOOL PARTNERSHIPS

PANDEMIC NEEDS MET BY TELEHEALTH



William & Mary
School of Education

W&M SCHOOL OF EDUCATION INSIDER

MAGAZINE + ANNUAL REPORT 2021

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We invite you to join the conversation by submitting ideas for future issues, letters to the editor, and alumni updates. Email us at wmsoe@wm.edu.

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FROM THE DEAN

Although I'm nearing the one-year mark of my tenure as dean of the School of Education, I have spent relatively little time inside our beautiful school building. Like many of you, most of my interactions with students, faculty, alumni and friends have been through the computer screen as we have navigated the COVID-19 pandemic. Nevertheless, I have made deep connections to the people, places and traditions that make this community so special, and I'm glad to now call it home.

In so many ways, the pandemic has forced us to rethink the way we do our work. It has surfaced important questions about the very purpose of education and how we achieve those goals. I've spent a lot of time considering: What is the purpose of a school of education? As one of our Development Board members succinctly put it, it must be about impact.

We measure our success by the impact we have on our communities — the ideas shared, the lives shaped and the opportunities uncovered. As educators, our work is inextricably tied to the community.

In this edition of the Insider, you'll read about three community-engaged initiatives in which our faculty and students are partnering with teachers, administrators, families and community members to advance knowledge, enhance wellness and improve outcomes for students at every level.

We couldn't do any of this work without our partners in the field — and we're so grateful for the wide network of alumni and friends who mentor our students and engage with us as we explore the ideas that will drive the future of education.

Be well,

Robert C. Knoeppel, Dean

BY THE NUMBERS



William & Mary
School of Education

OUR COMMUNITY

723
STUDENTS

53
FACULTY
MEMBERS

12,300
ALUMNI

— AMONG DEGREE-SEEKING STUDENTS —



62%

attend
part-time



54%

in online
or hybrid
programs



\$1.4M

financial aid
awarded



24%

are students
of color



25%

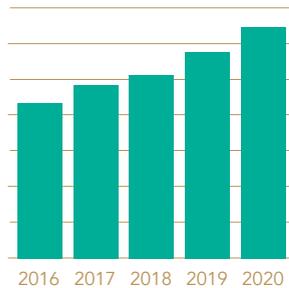
are doctoral
students

ACADEMIC PROGRAMS



201

total degrees to confer
in May 2021



33%

growth in
enrollment over
the past five
years

ONLINE/HYBRID PROGRAMS



368

students in online or hybrid programs

New online programs launching in 2021:

- ▶ **M.A.ED. IN CURRICULUM & INSTRUCTION** with specializations in ESL/bilingual and special education
- ▶ **CERTIFICATES IN CURRICULUM & INSTRUCTION** focusing on ESL/bilingual and special education
- ▶ A concentration in **INTERNATIONAL SCHOOL LEADERSHIP** within the Executive Ed.D. in Educational Policy, Planning & Leadership

RESEARCH



GRANT HIGHLIGHTS

- ▶ \$1.8M from the Virginia Department of Education for T/TAC to **ADMINISTER SPECIAL EDUCATION SERVICES** in Virginia.
- ▶ \$1.8M from the Virginia Department of Education for Project Hope-VA to **SUPPORT HOMELESS STUDENTS** in Virginia. Project HOPE-VA also anticipates supporting school divisions as they implement more than \$10M in American Recovery Plan funding earmarked to support homeless children and youth.
- ▶ \$1.2M from the National Science Foundation for the Noyce Scholars Program to **RECRUIT, TRAIN AND PLACE STEM TEACHERS IN HIGH-NEED SCHOOL DISTRICTS**.
- ▶ \$575,000 to the **SPECIAL EDUCATION RESEARCH ACCELERATOR** at UVA; W&M is a partner in this national, collaborative research initiative.
- ▶ \$100,000 planning grant from National Science Foundation to **DESIGN A NATION-WIDE COALITION TO ADVANCE EQUITY AND DIVERSITY IN THE GEOSCIENCES**.

COMMUNITY ENGAGEMENT



15

centers and projects with
direct impact on local, state
and national communities



W&M is a recipient of the Carnegie Foundation's Elective Classification for Community Engagement.

The classification assists universities in improving educational effectiveness through the institutionalization of community engagement. It represents best practices in the field and encourages continuous improvement.

- ▶ The School-University Resource Network (SURN) has guided 12 professional learning groups through the pandemic, supporting 640 K-12 teachers and school leaders from 80 of the 132 school divisions in Virginia.
- ▶ The Center for Gifted Education has served 890 educators through online professional development events including AP Summer Institute, 2e@W&M, customized workshops and more.
- ▶ The Training and Technical Assistance Center (T/TAC) provided virtual services including workshops, consultations and other professional development to more than 4,000 educators who support students with disabilities throughout eastern Virginia.
- ▶ In partnership with the W&M Office of Community Engagement, the Virtual Learning Partner program paired undergraduate students with local K-5 students during virtual learning.

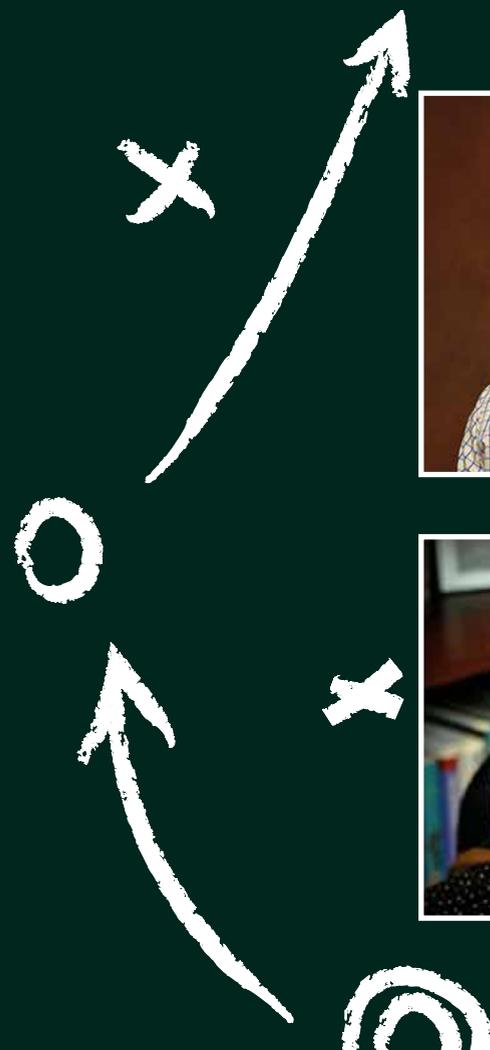
POST-PANDEMIC

PLAYBOOK

TEACHING /// LEADING

While most of us are just excited for school to return to “normal,” we know that some things have irrevocably changed. The pandemic has been a disruptor, highlighting existing challenges and inequities while forcing us to rethink how we do much of our work. We asked four experts from the School of Education to discuss their biggest lessons from the pandemic and what we should all keep in mind as we move forward.

//TEACHING



Mark Hofer is director of the Studio for Teaching & Learning Innovation at William & Mary, where he works with partners across campus to advance innovative teaching. A former high school history teacher, Dr. Hofer is also a professor of educational technology in the School of Education, with a research agenda focused on curriculum-based technology integration and deeper learning in K-16 classrooms.



April Lawrence Ed.D. '17 is associate director of eLearning at the School of Education. She works with faculty and partners to develop engaging, innovative online learning experiences for students in both K-12 and higher education. Dr. Lawrence was a high school English teacher for 10 years, and has also served as course developer, education analyst and instructional designer.

This has been a year of big challenges for educators. As you look back on the work you've done to support teaching over the past year, both in K-12 and higher education, what were some of the biggest hurdles?

Mark Hofer: The biggest learning curve for all educators during the COVID-19 pandemic has been in developing our collective skills for both learning to use educational technologies to support teaching and learning and identifying the kinds of instructional practices that are most appropriate to support student learning. Because educators must synthesize their knowledge of their students,

understanding of the course content, particular teaching approaches, and how technologies can be used to support and augment learning, it can take time and practice to become adept.

The scale of this challenge was staggering for many educators who may have had little experience teaching in online or blended contexts.

As we look back, though, over this time, it's exciting to think about how the new skills, approaches to teaching and learning, and increased empathy and connection with students can serve us well as we move beyond the pandemic.

What have we learned about how students and teachers interact during this period of largely remote learning? What have we learned about how schools foster a sense of community and the role that plays in learning?

April Lawrence: We've learned that teachers, students, and members of the school community can be graceful and supportive of one another. No one has expected perfection during the pandemic. Students have been patient with teachers as they navigate new systems and learn how to properly deploy interactive activities. Teachers have been flexible and forgiving of students who need extra time on assignments, or who struggle to find high speed internet. Parents, of course, have felt the strain of trying to keep track of shifting timelines and shifting ways of communicating.

Communication, though, has been key in fostering a sense of community. Varying the modes of communication, or the ways of connecting with students, has been a struggle for every one. My own middle schooler, for example, does not like to talk in Zoom class meetings. However, he is extremely engaged in opportunities to meet individually with his teachers, or to work in small teams with other students. Meanwhile, other students really thrive in large synchronous sessions.

Just as in face-to-face learning, there has been no one-size-fits-all approach. We've seen schools really vary the ways they reach out to students and families.

In many ways, the pandemic has given us an opportunity to rethink the essential building blocks of education and our priorities. What do you see as some of those essential elements that you believe need our attention?

MH: I think one of the potentially most important positive outcomes through the pandemic is the increased emphasis and focus upon building and sustaining connections with students to help them to flourish in their learning. At all levels, I think a heightened awareness of wellbeing, belonging and connection can have a transformative influence on our approach to teaching.

On a more pragmatic level, teaching in remote, blended, and fully online environments has challenged us to be more flexible and adaptive in our approach to teaching. With the necessity of learning and practicing new ways to engage students with content, through collaboration, and in diverse ways to demonstrate understanding, we are much better prepared to take these skills and mindsets forward with us.

“...a heightened awareness of wellbeing, belonging and connection can have a transformative influence on our approach to teaching.”

As we move forward, what do you see as some areas of opportunity that the pandemic has uncovered?

AL: One opportunity is carrying forward all of the tools we've adopted to cultivate inclusive communities. When students and families can't get to the physical school, how can we bring the school to them? For example, offering parents the opportunity to have web-based parent-teacher conferences might allow more working parents to engage with teachers.

I also suspect we will make strides in blended learning when we return to physical school. Now that so many teachers are much more adept at creating instructional content in Learning Management Systems, including building quizzes and interactive checks for understanding, we might be better able to use our instructional time together in school for more engaging hands-on activities like creating, performing, discussing and problem-solving.

// LEADING



Amy Colley M.A.Ed. '90, M.Ed. '01, Ed.D. '14, executive director of the School-University Resource Network (SURN) and adjunct assistant professor, has worked with teachers and leaders throughout the pandemic. Together with K-12 and higher education partners, she has shifted professional learning online, listened and responded to the needs in the field and assisted schools in planning forward.



Peggie Constantino, executive associate professor and director of the Executive Ed.D. programs, has continued to respond to the needs in the field throughout the pandemic, supporting the growth of the Master's in K-12 Administration and Executive Ed.D. programs in the School of Education.

The pandemic has required leaders at every level to make lots of difficult decisions. What do you see as some of the lessons gained?

Peggie Constantino: When schools began to respond to the effects of the pandemic, leaders had little to no frame of reference for the unprecedented problems before them and the temporal limits of policies driving the response. Leaders often found themselves deferring to a decision-making strategy we call satisficing, meaning that the decision may be the most acceptable one but not necessarily the best in the long run. Educators led with moral purpose, following their instincts to respond to the immediate needs of students and families — often these were not decisions about *what* to do but about *how* to do it, like providing meals, technology and care.

Rather than standing in isolation of one another, schools, communities and state agencies developed tighter bonds out of necessity as sharing information and decision-making became more interdependent. This demonstrates the value of building social capital within and across school communities and the lesson here is to strengthen these relationships moving forward to address educational needs outside of a crisis. Finally, the inequities and issues of social justice that have been again unearthed during the pandemic shine light on the critical need for leaders to respond in more than one space at a time, to act without hesitancy while also traveling in the lane of innovation and reform.

Leaders had to remain confident, communicative and resilient. Moving forward, in terms of leader preparation, we will expand opportunities for pre-service leaders to problem-solve, make decisions and engage in real-world experiences to hone these skills and the dispositions necessary for leading in challenging and changing times.

Teachers have had to quickly gain new skills and evolve their own teaching practice in response to the pandemic. What lessons about teacher development and professional learning communities can we take away from that experience?

Amy Colley: The pandemic heightened the isolation that some teachers experience. The informal, organic exchange of ideas that took place in

schools has been keenly missed by our educators. When we've been able to pull together groups of teachers, they've been eager to share with each other; they are seeking greater connection as they solve these new problems of practice. We are reminded that as leaders we must look to the teachers and engage them in meaningful ways as we develop professional learning opportunities with them.

“...educators are emerging from this experience with tremendous emotional needs; teachers have faced trauma in their personal and professional lives, and we must be just as responsive to their needs as we must be to the needs of students, their families and the community.”

We need to identify the ways that teachers have grown their comfort level and savvy in the online world of learning, and we now have an opportunity to capitalize on this growth and tailor engaging virtual professional learning in response. We've also learned that educators are emerging from this experience with tremendous emotional needs; teachers have faced trauma in their personal and professional lives, and we must be just as responsive to their needs as we must be to the needs of students, their families and the community.

The pandemic has taken teachers and school leaders well outside their comfort zones, which we know is the place where innovation is most likely to occur. What do you see as some of the innovations that have taken place? How do we cultivate a mindset in schools that will continue to nurture innovation?

PC: Teachers and schools took their work to the community. Teachers were creative and student-centered in their approaches to checking in

with families and celebrating with students. Leaders used video in new and unique ways to connect with families and to share.

There were so many thoughtful attempts to build a school community without the school building at the center. These actions were often in direct response to the heightened inequities that schools uncovered in their communities. We continue to cultivate a bias for action by equipping educators with tools like design thinking and action research, where mistakes are tolerated and leaders learn by doing, failing forward in the process.

What do you see as some areas of opportunity that the pandemic has uncovered?

PC: One of the greatest opportunities we have is this true discovery of school as the heart of a community. It's not the building itself that creates a sense of community; it's the people and the culture they embrace. As one principal put it, teaching and learning has been occurring in the most intimate of spaces, in the homes of teachers and their students. This has brought a new appreciation for the work of educators and the important role of the family as the child's first teacher.

Research has told us for a long time that the relationship between home and school has impact on student success. Teachers and leaders alike suggest that this has been an enlightening experiment in coming to know how their students and families live outside of school. They have ventured into neighborhoods in new ways — delivering food and laptops, celebrating graduations with parades — and we have before us an opportunity

to use this knowledge to continue school from a different perspective and invite families to take their place at the table as a partner in education.

A colleague suggested that these remarkable educators have saved public education and given us hope that we will not go back to what was but rather we will go forward *better* — and I couldn't agree more.

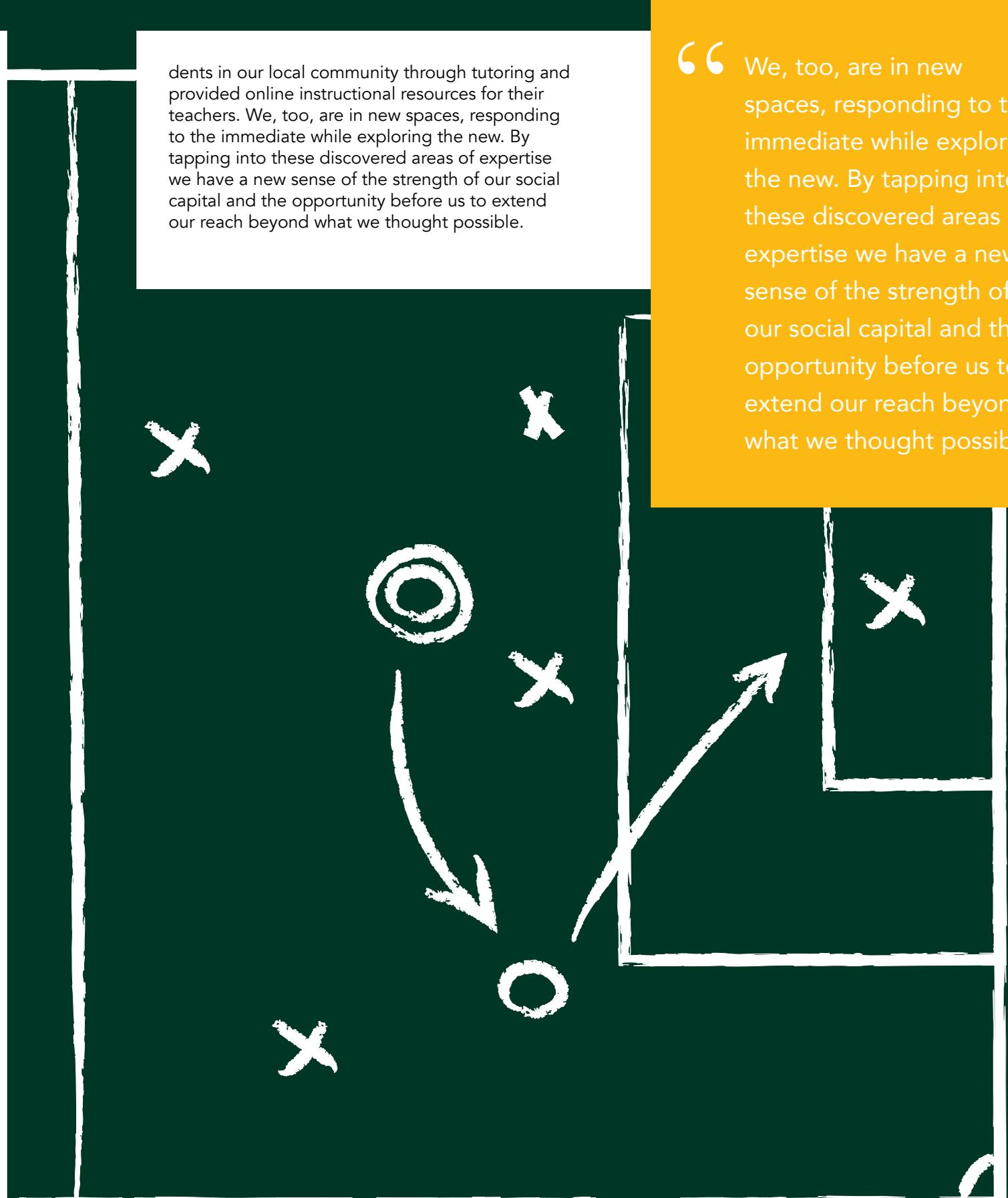
How has the pandemic shifted the School of Education's approach to engaging with educators and the community?

PC: At the School of Education, we have had our own journey of learning and service. We've surfaced new ways to broaden the scope of our work. We brought the community together to share conversation around critical issues of trauma, loss, justice and racism. We engaged in research about the pandemic and racism, focused on the impact for individuals and communities.

We kept educators engaged in the future through professional learning delivered in new ways and on different platforms. We offered support for K-5 stu-

dents in our local community through tutoring and provided online instructional resources for their teachers. We, too, are in new spaces, responding to the immediate while exploring the new. By tapping into these discovered areas of expertise we have a new sense of the strength of our social capital and the opportunity before us to extend our reach beyond what we thought possible.

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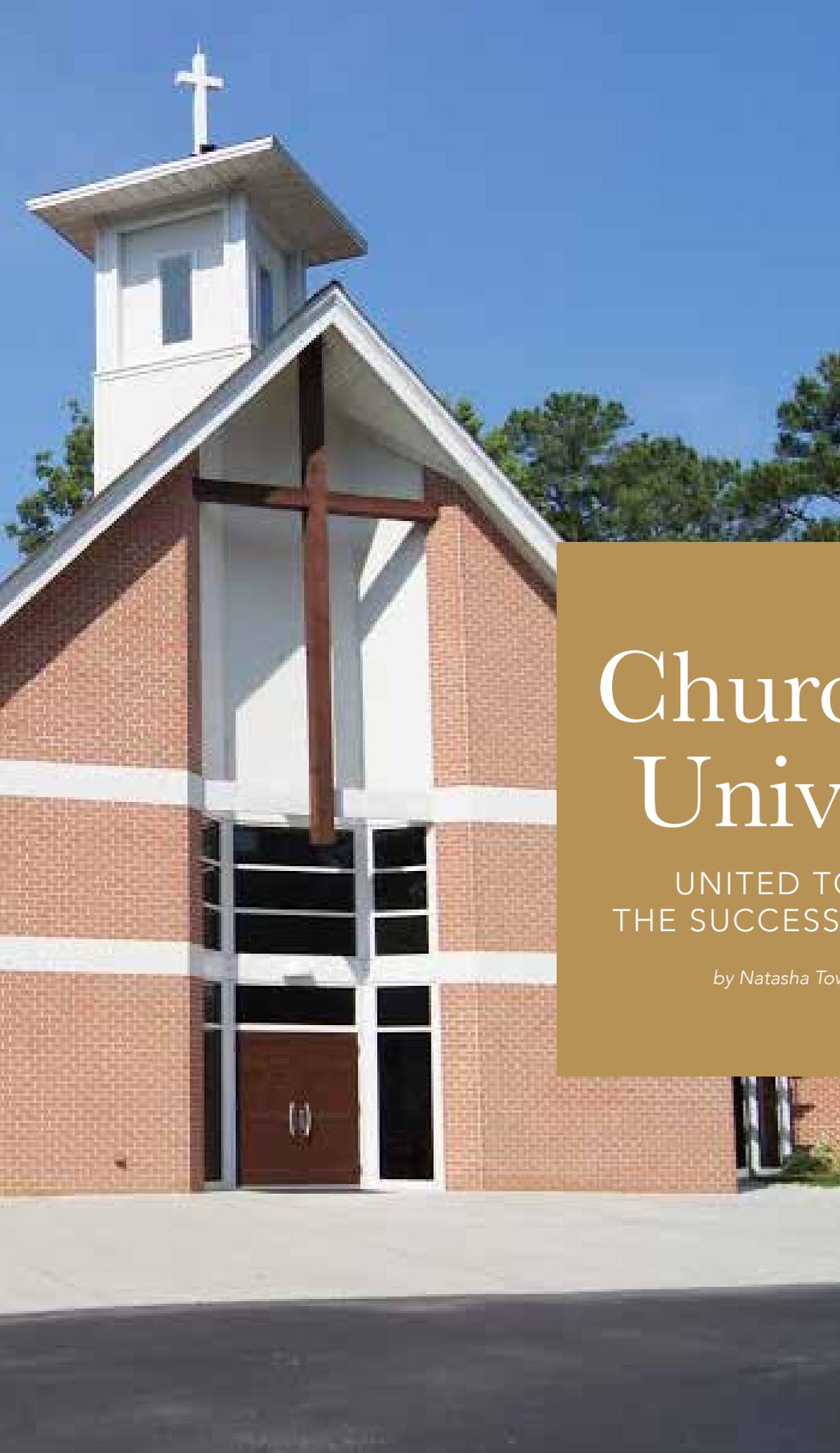
“ There were so many thoughtful attempts to build a school community without the school building at the center. These actions were often in direct response to the heightened inequities that schools uncovered in their communities.

By necessity, school-community-family collaboration has been at the forefront of our thinking this year. What did we learn?

AC: We certainly learned how extremely critical our school-community-family relationships are to the success of our students. School closures reminded us of how deeply the home is the first place of learning for students, and we learned quickly how to bring school to the home when schools closed.

Schools and families needed each other for learning during the pandemic, and we all relied heavily on communities to support our efforts. Schools were able to bridge the gap for family engagement in the academic lives of their students in ways they had not before the pandemic, and we will take this momentum into the future as we continue to strengthen this collaboration.

The pandemic highlighted the difference between involvement and engagement, and families are moving forward in a more engaged manner as we return to learn in person full time.



Church and University

UNITED TO SUPPORT
THE SUCCESS OF STUDENTS

by Natasha Townsend M.Ed. '21

For many Black families, the church not only provides a place of worship, but a place of belonging and a hub that connects them to the community through a wide range of support services. It can be the bridge that directs students to academic support and mentorship they may not receive or feel comfortable seeking out at school.

A new partnership with a local church is exploring how educators can collaborate with faith-based communities to better support the growth of Black students.

When news broke at the onset of the pandemic that computers at home would be replacing school desks and white boards, Pastor Robert Whitehead at New Zion Baptist Church in Williamsburg became worried about his K-12 students falling behind in school. He recognized that New Zion was in a unique position to offer support to students and help them stay engaged in school from home.

In the meantime, students in the school counseling and school psychology programs at the W&M School of Education were struggling to get clinical hours for their internships and practicum — a critical part of their training.

So when Pastor Whitehead reached out to Natoya Haskins Ph.D. '11, associate professor of counselor education, and Janise Parker, assistant professor of school psychology, to see if they could help him create a tutoring program for K-12 students transitioning from in-person to online learning, they followed their academic hunches and dove into the research.

Haskins and Parker have deep experience and research expertise on the topic of supporting Black students in their academic and personal development. Both are interested in exploring the poten-

tial of partnerships between mental health practitioners and the community to empower more people and increase access to services.

They knew that not only would a partnership with New Zion help their W&M students acquire internship and practicum hours and provide much-needed support to the church's K-12 students, it was also a unique opportunity to develop and study a school-community partnership — and the Success of Students Virtual Tutoring program was born. What set out to be a 6-week pilot program extended into the spring semester and expanded to 12 weeks of service delivery.

Since its beginning, Haskins and Parker have approached the project from a preventative perspective that looks beyond the letters students earn on their report cards. While traditional academic tutoring is part of the job, graduate students also work with students on skills that go beyond the classroom, such as developing self-esteem, managing stress and regulating emotions.

The partnership is already at work from the moment a parent or student reaches out to New Zion about joining the program. From there, the student's information is sent to Haskins and Parker, who serve as the matchmakers. Graduate students are paired with K-12 students based on their prior experiences and interest in working with certain age groups. They also have the opportunity to work more directly with families by facilitating parent information sessions on various topics, including time and task management, dealing with stress, and college and career development. Since the program also focuses on the development of graduate students, Parker and Haskins provide training in culturally-responsive tutoring, rapport building and establishing community connections within the Black community.

This spring, the program expanded to work with students in Richmond and Newport News based on their contact with New Zion's members and staff. As



Dr. Natoya Haskins (left) and Dr. Janise Parker have long studied how best to support underrepresented students in their growth. This new project has offered a unique opportunity to examine the role that faith-based institutions play in supporting students from diverse backgrounds.

the K-12 student population grew, Haskins and Parker decided to incorporate more graduate students into the program. Now, students in their first year of the school counseling and school psychology programs are able to gain experience that will prepare them to serve as peer leaders during their second year, providing continuity and further opportunities to expand in the 2021-22 school year.

The program serves two much-needed purposes, says Parker. It helps students who have been typically overlooked and underserved in K-12 schools get access to academic, social and emotional support and helps train graduate students in working with families and youth from backgrounds that differ from their own.

"Our graduate students have commented that through this experience, they have learned to appreciate individual differences among families and to provide culturally responsive interventions," she says. "They are inspired to advocate for and serve as allies for marginalized populations at the systems level."

They work closely with an advisory team that is made up of several leaders at New Zion, including Brenda Christian, who is the director of Christian education and youth programs.

"It has been exciting to receive positive comments from students, parents, the church and other community members about the program," she says. "The students are thrilled about how their tutors are so friendly and want to help them."

These anecdotes are backed up by the research, which Haskins and Parker are conducting through interviews and surveys with support from graduate students at the School of Education.

"Early findings reveal that parents have witnessed increased confidence academically and enhanced time management in their children," says Haskins. "And the graduate students have expressed that their skills in providing anti-biased support services have improved, as well as general skills related to cultural competency and cultural context."

As the team reflects on what keeps the energy of the program alive, they come to one conclusion: the relationships between the graduate students and the families.

"We hear on both ends that bonds are being formed and it is truly great to witness," Parker says. "In the midst of the current racial and political climate, it says a lot when cross-cultural walls are being torn down by this experience and at the end of the day, it is truly about the K-12 child."

The sentiments from program administrators echo throughout the community as students, parents and church members want to see it grow. Haskins, Parker and Christian are already planning ahead for how to adapt the program for the coming year, anticipating that the post-pandemic transition and the return to a normal school year may bring challenges to both students and families.

This is the first program of its kind at William & Mary and the research on similar programs in other communities is sparse.

"It is our hope that this program will serve as a road-map for other mental health training programs that desire to collaborate with predominantly Black churches," Parker says.

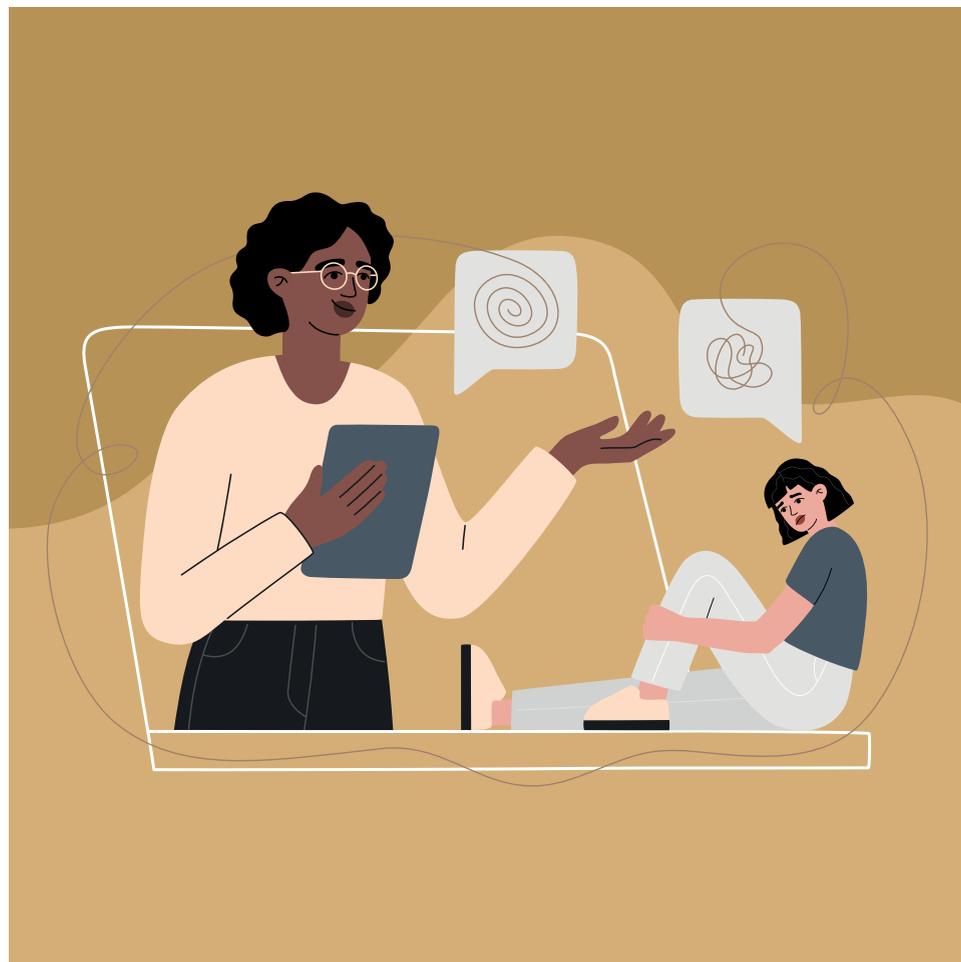
"It is a good thing to know that the community trusts you and supports your efforts to help make life better, for the community, through outreach," Christian adds. "This program is proving to truly be the Success of Students!"



Dr. Robert Ashley Whitehead, Sr. has been the pastor of New Zion Baptist Church for 28 years. He and his wife, Dr. Jocelyn Henry-Whitehead M.Ed. '90, Ed.S. '95, Ed.D. '04, are passionate advocates for education.



WILLIAM & MARY
FLANAGAN COUNSELOR
EDUCATION CENTER



**ANSWERING THE
NEED FOR
MENTAL HEALTH
SERVICES DURING
THE PANDEMIC**

With its new name comes new changes for the Flanagan Counselor Education Center. Thanks to a \$2 million gift in 2020 from Professor Emeritus S. Stuart Flanagan, William & Mary's expanded counseling training clinic now encompasses the New Horizons Family Counseling Center, the New Leaf Clinic, and a new service called the Telehealth Team, making services more accessible than ever.

As the William & Mary campus and its surrounding community navigated the COVID pandemic, the clinic's services have been in high demand — a challenge it has risen to meet.

The clinic's updated structure is just one of the ways the Flanagan Counselor Education Center is becoming a one-stop shop for mental health services in the community. While New Horizons works with families, New Leaf works with undergraduate William & Mary students and clients from the greater Williamsburg community who have been referred for substance use issues. The telehealth team helps the clinics reach more people beyond the local area to serve the entire state of Virginia.

allowing student interns to have more behind-the-scenes experience that will help them in their professional development.

The clinics had to adjust quickly to internal and external demands when schools and offices closed due to COVID-19 and they were no longer able to see clients in-person. At that time, New Horizons and New Leaf relied on their client base from school referrals, but as students were no longer in school it became more difficult to reach out to families and students who needed

mental health services. In an effort to increase accessibility, the clinics began marketing their services more broadly and changed the traditional referral system to one that encouraged self-referrals.

Not only is it easier for clients to access services, but the clinic is offering new programs tailored to people who need more support because of new-found challenges brought on by the pandemic. One of the programs is a teacher support program, which aims to serve about 50-60 teachers from Williamsburg and surrounding counties through telehealth sessions.

When Rebecca Sheffield M.Ed. '11, Ph.D. '17, clinic director, approached Kaitlin Hinchey and Leila Warraich, the student

directors of the New Horizons team, about supporting teachers and school staff during this time, they knew they had to take action, Warraich says.

"We had been hearing from school counselors and also from the families that we serve about how overwhelmed they saw the teachers and school staff in our community. Because we have partnerships with the local school districts, we could very much see the need."

Sheffield recognized the need for teachers to get extra support because their work was changing in a big way.

"They also have families and homes," Sheffield says. "What better stream of service than to provide help to those who are supporting us and our families during this time?"

The Youth and Family Program is another project that New Horizons has been offering for several years with support from the Williamsburg Health Foundation, but since the transition to telehealth counseling, the program has adapted to specifically help families with pandemic-related struggles.

Because many families were spending more time with each other than ever before, there were new communication problems that were fracturing families. When adapting the curriculum, Sheffield and her team asked themselves what stressors the pandemic brought on and decided to make the group for parents, where they provided strategies on how to communicate with their kids about homework and coping with isolation.

"We have had families from all walks of life in these group sessions, people who never would have talked to one another in another context, which creates such a strong sense of community," Sheffield says about the advantages of the online support group.

Although many of the changes the clinic has made were an unforeseen response to COVID-19, the clinic wants some of those changes to stick around even after the pandemic. The community partnerships have allowed the clinic to keep its finger on the pulse of the community and its needs while the expanded services allow more William & Mary counseling students to gain experience working with diverse clients based on their interests.

"New Horizons has been established for a long time and the leadership has great ideas about community outreach," Mason says. "New Leaf, on the other hand, focuses more on individual counseling, which provides New Horizons an opportunity to possibly refer clients requiring individual clinical attention. Talk about a comprehensive and holistic way of helping clients!"

As a co-director for the last two years, Warraich was involved in the clinic transition since the start of the pandemic. Not even a year since the clinic began making all of its changes, she notes the feat that it was for the clinic, which is entirely student-run, to adapt services to families in a much-needed time as well as continuing to serve clients while student interns were also adjusting to the new normal.

"We really made the jump to reaching families in creative ways to let them know we were here for them," Warriach says. "But we also added and adapted services, including providing telehealth family counseling, groups targeted to parenting in the pandemic, and now our new service in supporting teachers and school staff. As an emerging counselor educator, this has also been an incredible learning opportunity for me, making me a stronger clinician and educator."

The Flanagan Counselor Education Clinic is currently open and accepting referrals for individuals, families, teachers and school staff who need extra support.

Reach out at NHFCC@wm.edu.



Clinic Director Rebecca Sheffield (top left) meets via Zoom with student directors of the Flanagan Counselor Education Center (clockwise from top right) Leila Warraich, Philippa Chin and Kaitlin Hinchey.

Now that these projects are working together under the umbrella of the Flanagan Counselor Education Center, they have found ways to make the transition to telehealth more seamless and reach out to the community to spread word about their services.

"As an all-encompassing counselor education clinic, we are now working side-by-side to ensure successful operation of a well-established mental health service that greatly benefits the school and local community," Nathaniel Mason, student co-director of New Leaf, says.

The partnership between the projects has helped students and supervisors in both New Horizons and New Leaf support each other through their own pandemic experiences, problem-solve obstacles that come up in telehealth counseling and share administrative tasks,



The Flanagan Counselor Education Clinic offers a state-of-the-art facility for graduate student interns to provide counseling services to community members while receiving expert supervision from faculty.

NEW PROGRAMS

Teacher education goes online: **ONLINE MASTER'S DEGREE AND CERTIFICATES IN CURRICULUM & INSTRUCTION**

Starting this fall, the School of Education will add several new programs to its slate of 100% online offerings. An online master of arts in education will allow practicing teachers to expand their knowledge and skills in one of three specializations: grades K-6 special education, grades 6-12 special education, or ESL and bilingual education.

In addition, certificate programs will be offered in the same three specialty areas, allowing teachers to better serve students with diverse needs and earn possible endorsement in additional teaching areas.

"We're thrilled to be expanding our online programming into the realm of teacher education," said Rob Knoeppel, dean of the School of Education. "We've carefully designed these programs to help working professionals gain important skills and credentials that will allow them to advance their careers and meet some of the most pressing needs of our K-12 schools."



ONLINE M.A.ED. IN CURRICULUM & INSTRUCTION

- 100% online
- 30 credit hours (five core courses plus five specialization courses)
- Three specializations: K-6 Special Education, 6-12 Special Education and ESL/Bilingual Education
- Spring, summer and fall start dates
- Launches Fall 2021

[LEARN MORE >](#)

ONLINE CERTIFICATES IN CURRICULUM & INSTRUCTION

- 100% online
- 15 credit hours
- Complete in as few as 10 months
- Three specializations: K-6 Special Education, 6-12 Special Education and ESL/Bilingual Education
- Spring, summer and fall start dates
- Launches Spring 2022

[LEARN MORE >](#)

Supporting alternative routes to teaching: **PROFESSIONAL STUDIES COURSES FOR PROVISIONALLY-LICENSED TEACHERS**

Virginia, like many states, has adopted a series of policy changes in the past few years in an effort to tackle the shortage of qualified teachers for its public schools.

Recent legislation has streamlined teacher licensure and expanded pathways into the teaching profession. Many provisionally-licensed teachers from a broad range of backgrounds are now bringing their skills and experiences into the classroom.

These provisionally-licensed teachers must meet a set of requirements set by the Virginia Department of Education (VDOE) in order to gain full licensure, including a series of up to seven courses.

This summer, William & Mary is launching a series of fully online professional studies courses designed to meet the needs of these teachers. The courses offer a solid foundation in the principles and practices of teaching, with the practicing professional in mind.

"These courses offer the same high level of teaching excellence and student support that characterizes our degree-seeking programs," says Meredith Kier, associate professor and chair of the Curriculum & Instruction department. "We've carefully developed them to not only satisfy the requirements set by VDOE, but also to meet the needs of teachers working in the classroom."

The courses cover a range of topics including human development, assessment of learning, classroom management, language acquisition and literacy development.

Students will enroll as non-degree seeking students and are required to have a bachelor's degree. The application is currently open, with courses slated to begin in Summer 2021.



PROFESSIONAL STUDIES COURSES

- 100% online
- Aligned with requirements set by VDOE for licensure
- Course sessions last 7.5 weeks
- Enroll as a non-degree seeking student; bachelor's degree required
- Eight courses available
- Courses begin to roll out Summer 2021

[LEARN MORE >](#)

MEET DEAN ROBERT C. KNOEPEL

What drew you to W&M?

My career began in Albemarle County Schools in Charlottesville, VA. Coming home to Virginia has long been a goal of mine but I was waiting for the right opportunity. The mission of the School of Education at William & Mary is completely aligned with my values. I believe that education provides opportunity — it transforms lives. We have a moral obligation to provide an equitable education to all children

solidified my belief in the dignity of all persons and the need to prepare educators who have the knowledge and skills to create learning environments to meet the needs of all children.

In many ways, the pandemic has opened conversations about the very essence and purpose of public education. What do you see as some of those essential questions we should be asking?

I strongly believe that the purpose of education is to create opportunity. The provision of an equitable system of education is how we advance goals of social justice and sustain a democratic society. We have historic and systemic opportunity gaps in both access to education and student performance. The pandemic has placed a spotlight on the historic discrepancies in funding, teaching, technology, access, and student achievement that have existed largely based on race, ethnicity, and socioeconomic status. We need to be asking essential and difficult questions about how to prepare educators to meet the needs of an increasingly diverse society, how to adequately distribute resources to meet the educational needs of all students, and how to increase access to quality education across the entire P-20 system.

At William & Mary, I'm finding colleagues, students, alumni and partners who are equally passionate about this work. I look forward to continuing to work and learn with everyone in this community.

regardless of race, ethnicity, gender, income level, or zip code. Those values have been the driving force in my work in K-12 schools, in preparing professional educators and in my research agenda.

How did the time spent working in Virginia K-12 schools influence your trajectory as an educator?

I had the great opportunity to work at all three levels of education (elementary, middle and high school) across three school divisions in Virginia (Albemarle, Staunton and Prince William). These experiences allowed me to work with students from diverse backgrounds, in school divisions that were differentially resourced, and to participate in conversations about how to design instruction to meet the needs of children and their communities. My passion is equity and educational opportunity. Working with children from diverse backgrounds and across all grade levels



Dean Knoepfel shares more about his vision and priorities for the School of Education.

[WATCH NOW >](#)



Elizabeth Burgin | Assistant Professor of Counselor Education

Dr. Burgin is program coordinator of the online and on-campus military and veterans counseling programs, which prepare counselors to meet the unique needs of military-connected individuals and families. Her research focuses on military populations as well as child-centered play therapy.



Craig Cashwell | Professor of Counselor Education

Dr. Cashwell coordinates the clinical mental health counseling program. The primary focus of his research is on the competent and ethical integration of client spirituality and religion into the counseling process. He is an ACA Fellow and has served in multiple leadership roles in the field, including as president of Chi Sigma Iota International.



Pamela Harris | Clinical Assistant Professor of Counselor Education

Dr. Harris has returned to William & Mary after graduating with her Ph.D. in Counselor Education & Supervision in 2016. With a focus on school counseling, she now teaches in the online master's in counseling program. Her research focuses on school-family partnerships and college and career readiness of K-12 Black females.



Ting Huang | Assistant Professor of Curriculum & Instruction

Dr. Huang brings expertise in online education, digital literacies and foreign language education to her role as program coordinator of the new online master's and certificate programs in curriculum and instruction. Her research builds on sociocultural, situated, and critical perspectives to investigate how youth and adults engage in digital contexts.



Esther Kim | Assistant Professor of Curriculum & Instruction

Dr. Kim directs the secondary social studies education program. Her research centers on how civic education is understood and enacted in schools. Current projects examine representation of Asian Americans in children's literature, emphasizing ways in which curricular exclusion connects to historical and current civic exclusion of Asian American communities.



Kathryn Lanouette | Assistant Professor of Curriculum & Instruction

As a STEM educator, Dr. Lanouette's research explores the ways in which children's science learning develops across multiple contexts and representational forms, with a focus on the intersections of data, place, and mapping. Her scholarly interests build from her experiences teaching science in elementary classrooms for nearly a decade in New York City.



Jessica Martin | Clinical Assistant Professor of Counselor Education

Dr. Martin teaches in the online clinical mental health counseling program. Her primary area of research interest is in post-secondary transition services for Black youth with disabilities. Her work examines how entrepreneurial training and vocational exposure positively impacts career interest, pursuit and retention of this population.



LoriAnn Stretch | Clinical Associate Professor of Counselor Education

Dr. Stretch is coordinator of the online counseling program. She specializes in experiential therapies, global counseling, trauma recovery and stabilization, telehealth, and supervision. She serves the profession in multiple ways, including as president-elect and conference co-chair for the Association for Creativity in Counseling.

GIVING



Peter Garland '77 M.Ed. '79 is the former executive vice chancellor and chief academic officer of Pennsylvania's State System of Higher Education.

As I conclude my term as Chair of the School of Education Development Board, much has changed since I began my service. This past year especially has been full of challenges and successes.

At the start of the pandemic as William & Mary transitioned to remote learning, the School of Education was a leader in pivoting to new modes of curriculum delivery and student practicum experiences, while also lending our expertise in support of the local community. The school continues to thrive. Over the last year we've added new academic programs, had faculty honored with prestigious awards and received a record-breaking number of applications. At the same time, recognition of the school and its talented faculty continues to grow within William & Mary.

We welcomed a new dean, Robert C. Knoepfel, to lead the School of Education in its mission to transform students, schools and communities. During his career, he's served as a K-12 teacher, school counselor, coach, faculty member and college administrator. While Rob is a noted scholar on educational finance, I have found his interest in each facet of the school and its potential to serve students, the community, the state and beyond runs deep.

This past summer, we also celebrated the triumphant conclusion of the *For the Bold* campaign. Thanks to the generosity of the School of Education community, we surpassed our \$30 million goal, doubling the number of scholarships offered, raising nearly \$2 million for professorships and expanding community engagement efforts.

Your many gifts have positioned the School of Education to solidify its many strengths and build towards an exciting future. Please join me in continuing to support our students, faculty and partners who make a difference.

Peter Garland
Chair
School of Education Development Board

SCHOOL OF EDUCATION *For the Bold Impact*

We are grateful for those who invested in the School of Education during the *For the Bold* campaign. Because of you, private support is fueling the school's ability to provide scholarships and assistantships, deliver innovative programs and prepare the next generation of educators.

\$1.04 billion
raised university-wide
during the *For the Bold* campaign

SCHOOL OF EDUCATION CAMPAIGN TOTALS:

\$30,744,511



3,958
Total Donors



8
Gifts of \$1M+



\$9M
for Scholarships



\$5.3M
for Faculty Support



\$7.1M
for Impact Programs

Camp for promising STEM students doubles in size, thanks to \$4.55 million *For the Bold* gift

Every summer for the past eight years, rising seventh- and eighth-graders from the Hampton Roads area have spent two weeks at William & Mary during Camp Launch, a residential camp focusing on a STEM curriculum (science, technology, engineering and math) — at no cost to them.

Thanks to a \$4.55 million gift from Mike Petters M.B.A. '93 and Nancy Briggs Petters '81, the residential program is poised to double the number of students who attend — to 300 by 2022 — while also deepening their connection to William & Mary by inviting them to participate for four years.

This year marks the seventh anniversary of Mike and Nancy Petters' involvement in Camp Launch. When the couple learned that the innovative program was in danger of losing its funding after an initial four-year grant from the Jack Kent Cooke Foundation expired, they enthusiastically stepped forward to keep it going with a \$125,000 gift in 2015.

"From my perspective, giving kids who have great potential a vision of the possibilities for their future is

a really good way for them to start setting goals for themselves," Mike said. "Somebody once told us if you can't see it, you can't be it. I think what attracted us to this program was, here are kids who can be it if they could only see it."

In 2016, the couple made a \$1 million commitment to Camp Launch and sought to expand the program, which operates under the Center for Gifted Education, in an effort to reach more students. They asked Tracy L. Cross, the center's executive director, if Camp Launch could double the number of students participating, from about 70 at the time to 150. Cross agreed, but he cautioned that growing too quickly could harm the program. He wanted time to study it and develop a plan.

"He came back and gave us a plan and it was a pretty well thought out plan," Mike said. "We decided to fund it, and I think they met their objectives a year early."

By 2019, 152 students were attending Camp Launch. In 2020, because of the coronavirus pandemic, the camp shifted to a virtual model.

Beginning last year, rising eighth-graders who attended Camp Launch the previous year returned as they prepared to enter high school. This year, they will be able to attend again as rising 10th graders. The older students participate in a more rigorous curriculum that includes chemistry and biology, Cross said.

"It's a different model, a unique model," he said. "There is no program in the country with the overall design being so developmental in nature, bringing the same students back for four consecutive years to a residential program with a highly articulated curriculum."



Camp Launch participants in 2019 sample marine life using seine nets at the Chesapeake Bay National Estuarine Research Reserve facility on the Virginia Institute of Marine Science campus at Gloucester Point.

Another new component to Camp Launch in 2021 is to have the rising ninth and 10 graders spend time at W&M's Virginia Institute of Marine Science campus in Gloucester Point, Virginia.

At VIMS, Camp Launch participants will have a chance to go out on research vessels, learn how instruments are used to measure water quality and take samples of what's on the bottom of the Chesapeake Bay. They'll also see how scientists use numerical models to predict things such as how much flooding a hurricane could cause.

Also part of the expanded Camp Launch program will be a new focus on physical and mental health, including nutrition and exercise components, which the Petterses believe are important.

"We both know that those two things work hand in hand with mental health to get the best outcomes for a long and healthy life," Nancy said.

Beyond the individual students who benefit from Camp Launch, Nancy Petters sees a ripple effect to the students' families and friends.

"I can't tell you how impressed we are with Dr. Cross and his team to be able to take what they know in their hearts is wonderful and come to us and then make it happen," she said. "It speaks so well to William & Mary and President Rowe's vision of making philanthropy not only a good thing to do, but the right thing to do for the community — to see William & Mary as a vehicle through which folks can give to make our community better."

— TINA ESHLEMAN, W&M ADVANCEMENT

SCHOLARSHIP PROFILE



C. John Cahill M.A.Ed. '18

M.Ed. in K-12 Administration

Edward E. Brickell Leadership Partner Award

C. John Cahill is a science teacher at Brooke Point High School in Stafford County, Virginia.

Why did you choose to pursue this degree?

As a first-year teacher, I received the "First Class Teacher of the Year Award" at my high school and was recommended by my principal to continue my education by joining a cohort for K-12 administration. I hope by obtaining this degree I can begin to make larger changes in the field of education that extend beyond my classroom door.

What do you love about William & Mary?

It offers courses that effectively balance demanding academics, modern educational issues, and the importance of adapting to change which have all allowed for me to develop into a more productive educator. I love that the School of Education offers a close-knit community of highly skilled educators, who consistently support me to succeed in the field of education.

How has the scholarship you received impacted your time here at W&M?

After receiving this scholarship, my wife and I both cried tears of joy. We recently added our beautiful daughter to our growing family and going back to school this early in my educational career while just starting a family was a difficult decision. I believe education is one of the most precious gifts we can give our students, and I am thankful that the donor of this award agrees with this sentiment and has provided me with the gift of education.



Nancy Briggs Petters '81 and Mike Petters M.B.A. '93 (background, from left) observe a student at Camp Launch in 2016.

FACULTY RESEARCH

BROWN BAG TALKS

Over the past year, we've hosted a virtual conversation each month highlighting the research of a faculty member at the School of Education. These talks are now available to view online. We look forward to continuing to feature faculty research in the coming year and we invite all to join the conversation.



**Technology Integration:
Implications for Privacy & Trust**
Stephanie Blackmon, Class of
1963 Associate Professor of
Higher Education



**Measuring Opportunity:
The Equity Ratio**
Robert Knoeppel, Dean of the
School of Education



**African American Women in
Counselor Education**
Natoya Haskins, Associate Pro-
fessor of Counselor Education



**The Work before the Work:
Factors related to Thriving on
the Job**
Patrick Mullen, Associate Profes-
sor of Counselor Education



**Improving Inclusion for Individ-
uals with Disabilities: The
Power of Peers**
Heartley Huber, Assistant Profes-
sor of Special Education



**Supporting Black Students
through School-Community
Partnerships**
Janise Parker, Assistant Profes-
sor of School Psychology

education.wm.edu/research-talks



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