

Dr. Beverly K. Schonhoff, Ph.D.

- 2009 Doctorate of
Philosophy in
Education (2009)
University of
Missouri - St. Louis,
- 1998 Specialist in
Education
Southeast Missouri
State University
Cape Girardeau,
Missouri
- 1991 Masters of Arts in
Education
Southeast Missouri
State University
Cape Girardeau,
Missouri
- 1985 Bachelor of Science
Southeast Missouri
State University
Cape Girardeau,
Missouri

CERTIFICATION:

1998 – Superintendent

1996 – Secondary
Administration/Principal

1985 – Art/K-12

Work Experience:

Subject Matter Expert-AIU University (2021-2022)
Field Supervisor-University of Texas Permian Basin (2021-Present)
Academic Coach-Instructional Connections (2021-Present)
Presenter-AIU Q1-2020 In-Service (2020)
Clinical Supervisor-Western Governors University (2016) (2021)
Instructor-AIU University (2015-Present)
Subject Matter Expert-AIU University (2014-2015)
Content Expert-Grand Canyon University (2014-2015)
Online Faculty-University of Phoenix (2013-2018)
Faculty Supervisor-Grand Canyon University (2013-2014)
Superintendent (2007-2013)
 Hillsboro R-III School District
 Hillsboro, Missouri 63050
Superintendent (November 2001 –2007)
 Perry County District #32
 Perryville, Missouri 63775
Interim Superintendent (September 2001)
 Perry County District #32
 Perryville, Missouri 63775
Principal (1999 – September 2001)
 Perryville High School
 Perryville, Missouri 63775
Assistant Principal (1996 – 1999)
 Perryville High School
 Perryville, Missouri 63775
Art Teacher (1985-1996)
 Perryville Elementary and Perryville Junior High School
 Perryville, Missouri 63775

*The best thing to give
to your enemy is
forgiveness; to an
opponent, tolerance; to
a friend, your heart; to
your child, a good
example; to a father,
deference; to your
mother, conduct that
will make her proud of
you; to yourself, respect;
and to all others,
charity.”*
Benjamin Franklin

**University of Texas
Permian Basin
2021-Present
Field Supervisor
Principal and
Superintendent
Certification
Candidates**

At the University of Texas Permian Basin I served as Field Supervisor where I provided oversight for principal candidates during their internship process. I worked with the Site Supervisor, and the Associate Dean to guide and mentor principal and superintendent certification candidates to ensure the quality, integrity, and outcomes of the internship experience met university standards.

**University of Texas
Permian Basin
2023-2025**

At the University of Texas Permian Basin I served as Adjunct Faculty in the Department of Education. I facilitated EDLD6369- Human Resources Management.

**Instructional
Connections
2021-Present**

As an academic coach for Instructional Connections, I monitored the academic progression of graduate students to ensure progression and completion of a course.

**American
InterContinental
University
2021-2022
Subject Matter
Expert**

As an Independent Contractor I served American InterContinental University as a Subject Matter Expert in the development of courses for a master's in educational leadership

I served as a Subject Matter Expert on these courses:
MED551- Educational Administration Dynamics and Culture
MED553-Personnel and Human Resources
MED555-Financial Management

**AIU-American
InterContinental
University
March 2020**

I presented during the AIU Faculty In-Service for the Q1 Session for the week of March 9-13, 2020. The theme of the Q1 In-Service Session was *Defining the Challenge In Participation* and the topic of my presentation was *The Adult Learner, Life's Distractions, and the Impact to Learning*. The session was attended by 137 participants through a synchronous, communicative platform.

**American
InterContinental
University
2013-Present
Adjunct Instructor**

As an instructor for American InterContinental University, I facilitated online instruction for various courses.

Courses I taught:
EDU601 – The Educational Leader
EDU602 - Analyses, Assessment, and Technology
EDU603 - Legal, Regulatory, Educational Standards, and Ethics
EDU621 - Foundations & Models of Instruction
EDU635 - Leading Educational Organizations
EDU654 - Data Applications for Elementary Teachers
EDU662 - Designing Instruction for Adult Learners

**American
InterContinental
University
2014-2015
Subject Matter
Expert**

As an Independent Contractor I served American InterContinental University as a Subject Matter Expert in course development for General Education courses and Master of Education Courses.

I have served as a Subject Matter Expert for the development of these graduate level courses:

- 601: The Educational Leader
- 602: Analysis, Assessment, and Technology
- 603: Legal, Regulatory, Educational Standards and Ethics
- 605: Researching Resources for the Classroom
- 621: Foundation and Models of Instructional Design
- 622: Educational research
- 625: Educational Specialty Capstone
- 635: Leading Educational Organizations
- 653: The Diverse Elementary Classroom
- 654: Data Application for Elementary Educators
- 662: Designing Instruction for Adult Learners
- 671: Development of the Secondary Student
- 672: The Diverse Secondary Classroom

**Western
Governors
University
Clinical
Supervisor
(2016) (2021)**

For Western Governors University I served as an advisor, observer, and assessor for teacher candidates during their demonstration, or student teaching experience.

**Grand Canyon
University
2013-2014
Faculty Supervisor
Teacher Candidates**

As a Grand Canyon University supervisor I provided oversight for the development, implementation, and evaluation of teacher candidates. I worked closely with the teacher candidates, the cooperating teacher, and the course instructors to ensure the quality, integrity, and outcomes of the clinical field experience for the teacher candidates met University standards.

**Grand Canyon
University
2014
Faculty Supervisor
Principal Interns**

As a Grand Canyon University Supervisor I provided oversight for the development, implementation evaluation of principal candidates. Through a collaborative observation process, I and the cooperating building administrator, worked together to reflect on the principal candidate's performance provide guidance, and direction to ensure that the quality, integrity, and outcomes of the principal internship experience met university standards.

Personal growth and development can mean many things to different people. What I may think of as a small improvement, you may consider to be a significant growth or change. All of us need to recognize that we all have strengths and weaknesses, and as such, we need to measure ourselves as an individual; to give ourselves credit where credit is due. As Mark Twain shared, "twenty years from now you will be more disappointed by the things that you did not do than by the ones that you did do. So throw off the bowlines. Sail away from the safe harbor. Catch the trade winds in your sails. Explore. Dream. Discover."

Grand Canyon University 2014-2016 Content Expert Dissertation Committee:	As the Content Expert on a dissertation committee, I was one of three committee members who provided guidance to a doctoral candidate. My purpose was to advise and mentor the doctoral student through the development of their dissertation.
University of Phoenix 2013-2018 Online Adjunct:	I facilitated Legal and Ethical Issues in Education, an online course for the University of Phoenix, in which I played an interactive role, and facilitated learning of course content through asynchronous communication. With this communication process, I was expected to lead by example through substantive participation, effective organization, and professional communication within informal forums that allowed for flexible, individual schedules.

Public School Experience

Superintendent Hillsboro R-III	As the Superintendent, I served as the Chief Executive Officer of the District. I was responsible for the effective operation of the district; general administration of all instructional, business or other operations of the district; and for advising and making recommendations to the Board of Education with respect to such activities. I performed all duties, and accepted all of the responsibilities required of a Superintendent as prescribed by the education laws of the State of Missouri, the rules and regulations of the Board of Regents and Commissioner of Education of the State of Missouri, laws and regulations of the United States, statutes of the State of Missouri, and the policies, rules, and regulations established by the Board of Education.
Hillsboro R-III Initiatives 2007-2013 Policy	The functionality of public-school governance depends on the ability to operate according to policy based on statute. A significant undertaking in the Hillsboro R-III School District was a massive review and revision of all policies to ensure they were current, reflected the law and reflected district practice. This required an investment of three years for members of the Board of Education as well as a large contingency of staff members. This goal was significantly completed in 2011, and was sustained as an ongoing, annual practice.
Curriculum, Instruction, and Assessment	<p>Initiatives for change were introduced during the 2007-2008 school year that contributed to the district eventually earning <i>Distinction in Performance</i>.</p> <p>The first element of change was the recruitment and placement of two instructional coaches. One specifically was assigned to work with staff teaching grades K-6 and the other was specifically assigned to work with staff teaching grades 7-12. Their focus was to improve student achievement by helping teachers and administrators elevate instruction.</p> <p>The second element was the introduction of vertical teams, a familiar concept yet one that was new to the Hillsboro R-III School District. As an instructional revision practice it was effective in reducing redundancy between grade levels, ensured instructional consistency horizontally across multiple classrooms within a grade span, and removed soft, non-relevant content. In the Hillsboro R- III School District, the Vertical Teams; Core Strategy Teams, utilized Understanding by Design to facilitate conversations on curriculum, instruction, and assessment.</p>

**RTI: Response
To Intervention**

RtI is a three-tiered approach to instruction with each tier providing additional support beyond the core curriculum. Response to Intervention, which was established by federal law, generated practices to identify and provide early intervention for struggling students. As a school district, we adapted the philosophy district-wide.

To assist with the implementation of RtI, we utilized a district-wide screening tool for reading, which was administered three times a year to all students to determine those students who were at, or above, benchmark and students who needed supplemental instruction to meet grade level expectations. Information from these assessments guided instruction and kept the school, as well as parents, aware of how a child was progressing.

Positive Behavior

Positive Behavior is a behavior management approach the district adopted for grades K-6. The concept directs that if a child is acting in an inappropriate manner the staff would teach them how to act in an appropriate manner. Three clearly defined behavior expectations were applied: Be Safe, Be Respectful, and Be Responsible. As a district we recognized and acknowledged appropriate behavior. More importantly, we identified and intervened when it was necessary to correct behavior. While initially, data indicated a high number of reported incidents, two years after implementation, the reported incidents declined significantly. June of 2012, Hillsboro Primary was recognized by the Missouri Department of Elementary and Secondary Education for implementing this school-wide positive behavior support program.

**Understanding By
Design (UbD)**

The district implemented UbD K-12. This is a tool utilized for educational planning formatted on practice structured with a “backward design”. The district utilized UbD to review data which helped to design the curriculums, determine performance assessments, and structure classroom instruction. The desired outcome of this practice was that teaching would result in students being able to demonstrate comprehension based on “six facets of understanding” which included their ability to explain, interpret, apply, have perspective, empathize, and have self-knowledge about any given topic.

**Assessment For
Learning**

The district implemented Assessment for Learning K-12; a process of seeking and interpreting data to help determine where students are in their learning process, where they need to go, and how staff could help get them there. As a district, we believed all of the aforementioned measures contributed to the Hillsboro R-III School District earning Missouri’s *Distinction in Performance* for 2009, 2010, 2011, and qualified for 2012.D.E.S.E. Missouri Department of Elementary and Secondary Education did not award Distinction in Performance in 2012. However, through M.A.S.A. (Missouri Association of School Administrators), all school districts within the state who qualified as based on prior measures received recognition, which the Hillsboro R-III School District received.

Facilities:	<p>In 2009 the district successfully passed an \$18 million dollar bond issue of which \$12 million was used for renovation and new construction. The project was brought in under budget. After the renovation and new construction was completed, the district, with assistance provided by the district's Architect of Record, underwent a very thorough review of all district facilities. The culminating information was utilized in the development of a prioritized list which was applied in the development of goals. The goals were intended to provide direction for future bond issue initiatives to sustain and renovate current facilities or construct new space for the continuation of the educational program for the Hillsboro R-III School District through 2017.</p>
Budget:	<p>I provided oversight of a multi-million dollar budget. The district's balances remained constant for the six years I served as Superintendent in spite of federal, state, and local economic constraints.</p>
Healthcare:	<p>With costs of healthcare increasing annually the district enacted a philosophy of "well-being" where all staff members were encouraged to make better, personal choices to improve their health. We started a District Wellness Program to facilitate a practice we believed would help reduce associated healthcare costs over time. Activities included organized walks, participation in marathons, healthy eating practices, health clinics, a health fair, and the development of a newsletter. Over 50% of the staff participated.</p> <p>For students, we initiated two after school programs to encourage physical activity. Archery was introduced for students in grades seven and eight; and Girls On The Run was introduced for female students grades five and six.</p>
Hillsboro R-III Foundation	<p>As a means of increasing funding available to staff and students for special projects a not-for-profit foundation was developed and instituted. A committee was organized and in concert with legal counsel, developed the by-laws and the charter for the foundation. When the process concluded the R-III Foundation was officially introduced in 2010. Since its inception the foundation has funded grants to teachers for special classroom projects, provided funding for various student related activities, and hosted the annual staff recognition banquet.</p>
Super Star Reading Program	<p>As a district, we were beginning to see a significant number of children enter Kindergarten without fundamental skills necessary for personal success. The Super Star Reading Program, a volunteer participatory project, was initiated in 2009 and provided volunteers to assist teachers in the classrooms. All volunteers who work with the program were subjected to rigorous background checks and also underwent training lead by the district's instructional coaches. Each <i>reader volunteer</i> was assigned a Specific child to work with. These children were identified by their classroom teacher and the teacher identified the target areas they wished the volunteer to focus on with the child. The amount of time each volunteer spent with a child was dependent on the time</p>

could donate to the project, with the majority working with a child a minimum of two hours a week. Enough data was collected after the implementation of the program to denote individual student success. The result was that children, previously identified as being at risk, were now successfully completing a grade level and transferring to the next.

Crisis Management

During the 2008-2009 school year the need to develop a plan of action for how district personnel would respond to, or during, a crisis was realized. A committee with representatives from all buildings and divisions was formed and worked to develop a plan that provided direction on proper response measures. These measures were achieved with the assistance and participation by various first responders from the area and the community that ranged from fire, police, and active shooter trainers. The plan was implemented by the 2009-2010 school year. In addition, the district conducted response drills with the assistance of first responders and conducted intruder training drills and active shooter training for staff district wide.

In addition to these actions, another initiative was the development of “flip charts” that provide abbreviated, immediate, procedural steps for responding during a crisis. These charts were distributed to all classroom teachers, administrators, and all first responders to the district such as members of the fire department, police department, sheriff department, and ambulance service.

Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it.

Steve Jobs

My Teaching Philosophy

I believe any philosophy is evolutionarily developed, over time, and by experience. Reflective of that statement, and as defined by my four decades as an educator, the beliefs I hold regarding teaching and learning have resulted in a three-tiered approach to my conduct and practice as an educator.

First, I believe it is important to believe in learning, life-long learning, which I do. If an educator truly believes in learning, they believe that through continued education they create opportunities for themselves and for others that will improve the quality of life for all involved in the learning process. Additionally, this philosophical viewpoint and subsequent practice will help to develop stronger problem-solving skills, will help to develop greater understanding, and in general, develop a healthier outlook and a healthier lifestyle, and again, for all involved.

Second, believing in learning should always be coupled with the ability to generate a desire to learn in others. After all, that is what an educator does, is it not? To me, having the ability to generate a desire to learn means generating an interest to learn that becomes a life-long involvement in learning. It means developing the will to initiate personal activities to learn. It means maintaining an involvement in learning that drives a personal commitment supporting the process of learning. I believe that effective educators who can develop these kinds of beliefs and attitudes in learners help to sustain a learner's long-term involvement in knowledge acquisition that contributes to quality learning events throughout a lifetime. At the most basic level, these efforts are focused on how learners approach learning, how they engage in the process of learning, and respond to the learning experience as a matter of their own self-worth. Self-worth, as a personal concept, is vital to the belief that one is capable of performing specific tasks of learning. Self-worth is enhanced or even generated, when fear or concerns of the learning environment are removed, which happens I believe, as the result of an effective educator and positive learning environment.

Third, because of the first and second tiers, the long-term effect should be cyclical. My belief in the importance of learning is imparted to those willing to participate in the teaching and learning process with me. From that experience the learner's comprehension of the importance of learning is elevated and a desire to extend and foster knowledge in others is perpetuated. As such a vision emerges for the process of teaching and learning that evolves into a continuum that grows exponentially over time with everyone benefitting, and benefitting generationally, across any and all possible boundaries.

Specific strategies, reflective of principles of education, shall be utilized to accomplish this vision for teaching and learning I consider essential. Applied strategies would reflect comprehension of the cognitive functionality of the learners, applicable learning theory, curriculum and instructional planning, as well as appropriate measurement and relevant reporting. The purpose in utilizing these strategies is simple, straightforward and linear, and should result in a behavioral, cognitive manner of planning and orchestrating learning to generate the desired results.

Following these basic educational principles, I am confident I will provide the optimum condition for teaching and learning to occur. As such, my philosophy for teaching is continuously reinforced, and I am ever confident the cycle is perpetuated.

Respectfully,

Dr. Beverly K. Schonhoff,
B.S., M.Ed., S.Ed., Ph.D.

Recognition/Awards



I was a recipient of the Instructional Excellence Award for 2019 in the category of Education Adjunct Instructor. To be considered for this award, I had to demonstrate my knowledge in my area of study and demonstrate I could create a learning environment that facilitated relevant and appropriate interaction between myself and the learners, and, between the learners relative to the content of the course. Additionally, there was an expectation that I capably demonstrated “excellence in instruction through instructional planning, methodology, and engagement strategies so as to facilitate a quality learning experience for the learners”.

Professional Goals:

Ongoing Establish Brand Recognition through Digital Marketing
Complete illustrations for a series of children’s books I have written and seek publication through a quality publisher of children’s books.
Promote a line of greeting cards

Personal Goals:

Ongoing: Complete the writing, editing, and publishing of eight books on the genealogy of my family.