

Inspired Leaders Principal Licensure Program

Main Campus Cohort 7

Capstone Presentation and Graduation Celebration

December 3, 2016

Welcome | 8:30 a.m.

Julka Hall Room 192

Individual Presentations | 8:45 a.m.

Capstone Students

Keynote Speaker | 11:15 a.m.

Jeffrey Johnston

Instructor, Center for Educational Leadership

Julka Hall Atrium

Presentation of Certificates | 11:35 a.m.

Edward Bernetich

Instructor, Center for Educational Leadership

Lunch | 11:50 a.m.



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Educators Inspired To Lead

Jacob Bosley | *Increasing Scholar Literary Proficiency via Intentional Staff Professional Development and Teacher Feedback* A child's ability to read proficiently can provide the confidence, stamina and dexterity needed for students to succeed in their academic and personal lives. In the Cleveland Metropolitan School District, teachers are mandated to attend professional developments (PD) each week and the cornerstone of this research project is to identify how successfully teachers translate PD knowledge and skills into effective pedagogy. The outcome of this research will assist in identifying the knowledge gaps between PD/classroom practice and begin to develop a solution to ensure students are receiving the proper supports needed to thrive on literacy based tasks.

Desiree Caliguire-Maier | *ESSA-Strategic Planning for EL and Community Engagement* Aligned to my district's strategic plan and goals, an Entry and Exit Process of Newcomer English Learner (EL) students and EL students already in our district with original documentation on file at the Welcome Center is put into place with hard copy documentation at the individual schools and data entry into the district's Infinite Campus System. The EL plan also includes EL professional development and instruction and recommendations for resources. As the EL population increases in Ohio as well as NE OHIO and Every Student Succeeds Act (ESSA) asks nation-wide states to take on greater responsibility, the Ohio Department of Education organized ESSA Community Engagement Forums throughout the state that has incentivized schools and districts to rethink community engagement in all areas in which I have additionally crafted a proposed plan of community engagement of EL for my district.

Claire Gowing | *PBIS at Ginn Academy* For my capstone project, I led the implementation of the Positive Behavioral Interventions and Supports programming at my school. The purpose of this program is to create school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors.

Dominick Gruttadauria | *Social Media* A relevant topic in our schools, along with society, that involves our children's social and emotional well-being and safety. The capstone project analyzes social media use among elementary aged students/families via surveys and compares it to national averages to help increase awareness and knowledge regarding social networking.

Sarah Humphrey-Bekhouché | *Connected Mentoring: Professional and Alumni Mentoring to High school Students Via Tele-connection* Tenth grade students meet with Professional Mentors via tele-connection to provide students insights into their career field of interest and to begin to explore academic and college pathways to this career. Students also meet with Cleveland Early College High School Alumni Mentors to provide supports and information regarding the college preparation, search and application processes.

Brigette Kaiser | *Curriculum Development* Attention to curriculum is an essential responsibility of every administrator. For the past several months I have been working with a rural school district to help coordinate curriculum development; analyze data; select instructional materials and professional development; and, the districts overall OIP process. As such, this project has enabled me to work closely with administrators and teachers, both inside and outside of the district, to use data to help determine student performance and construct plans to improve student performance through curriculum development.

Matthew Larson | *Reducing the Participation Gap: Encouraging Male Minority Participation in Advanced Courses* Focus group study on why male students of color are not represented in advanced courses relative to their overall enrollment from grades 7-12 at Bedford City Schools. The project also sought to create an Action Plan that looks at what we can do as an institution to remedy this situation.

Widad Mousa | *Pedagogical strategies, cultural resources, and suggestions for working with English Learners (ELs), namely newcomers*

Rachael Overton | *Teacher Evaluation Training for Teachers*

Teresa Taylor-Ware | *Empowering the School Community through PBIS* Through school-wide Positive Behavioral Interventions and Supports expectations for student behavior are defined, taught and encouraged in order to create environments where teaching and learning occur. Educators, students and families interact within a continuum of Tier I (universal), Tier II (group), and Tier III (individual) systems of support. Consistency throughout the building reinforces desired outcomes and enables everyone to work together to achieve identified goals.

Suzanne Weaver | *Bolton by the Books* Goal is to raise student achievement in reading and literacy through structured intervention and family engagement.

