



2018-2019 Yearbook

**FIRST RING LEADERSHIP ACADEMY &
FIRST RING STUDENT LEADERSHIP INSTITUTE**

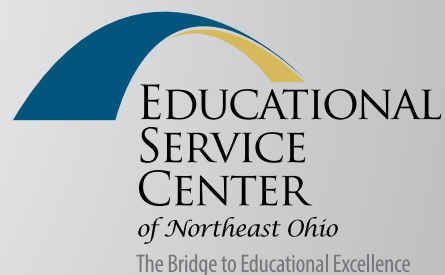


TABLE of CONTENTS

Section I: Introduction 3

Section II: District Research Projects, 2018-20197

Section III: Student Leadership Institute/Leadership Academy Joint Sessions.....22

Section IV: First Ring Leadership Academy Activities & Participants25

Section V: First Ring Leadership Reading List26

Section VI: 2018-2019 Cohort Biographies27

Section VII: Staff Bios.....31

SECTION I:

Introduction



The First Ring Schools Collaborative (FRSC) is an association of 16 superintendents of school districts that surround the city of Cleveland, Ohio, plus the Cleveland Metropolitan School District. The FRSC was established in 2000 to help districts address the interrelated challenges related to poverty, mobility, diversity, and the achievement gap. Since then, the FRSC has sponsored the First Ring Leadership Academy, facilitated partnerships with the Cleveland Metropolitan School District (CMSD), Cleveland Clinic, and The Literacy Cooperative, and implemented student wellness initiatives, student transition projects, academic achievement programs, and school-based health care.

The collaborative includes the following 17 members, serving more than 100,000 students:

- Bedford
- Berea
- Brooklyn
- Cleveland Heights-University Heights
- Cleveland Metropolitan School District
- Cuyahoga Heights
- East Cleveland
- Euclid
- Fairview Park
- Garfield Heights
- Lakewood
- Maple Heights
- Parma
- Richmond Heights
- Shaker Heights
- South Euclid-Lyndhurst
- Warrensville Heights

FRSC district superintendents continue to foster collaboration across their schools in many ways. In addition to the superintendents' network, there are now six additional networks resulting in more than 100 administrators working collectively each month to address challenges faced by First Ring schools. These networks include Curriculum, Public Relations/Communications, Pupil Services, Safety/Security, Treasurers and High School Principals. There are also two task forces for Early Childhood and Career Readiness.

In recognition of this expansion, the Collaborative has been rebranded as the First Ring Schools Collaborative (FRSC) with the mission of "Advancing Education Together."

First Ring Leadership Academy

Developed in partnership with Cleveland State University's College of Education and Human Services, the First Ring Leadership Academy (FRSC) is a year-long professional development and leadership training program serving the 16 districts that surround the Cleveland Metropolitan School District. Participants are Teacher Leaders or Administrators nominated by their Superintendents each spring to become part of the cohort the following school year.

Meeting for nine full days throughout the academic year, the Academy focuses on building capacity to address the unique challenges of First Ring Districts: poverty, student mobility, diversity and the achievement gap. Sessions provide Teacher Leaders or Administrators the opportunity to collaborate, network, share and learn from others in the cohort, develop knowledge of best practices and targeted strategies for promoting students' academic and non-academic success, and visit various sites among the First Ring Districts hosting all-day sessions.

Each cohort of professionals discusses and explores a range of topics and strategies, and engages in a variety of learning activities including on-site presentations, group discussion, readings and reflections. This year, FRSC participants had the additional opportunity to gain leadership experience and insight during four "shared" sessions with its sister program, the First Ring Student Leadership Institute. With a focus on youth empowerment through community awareness and youth-adult collaboration, the Institute nurtures high school students to become change leaders in their schools and communities. In the role of adult collaborators, each FRSC participant mentors a team of Student Leaders as they research critical issues and opportunities faced by their schools and communities. During the final session of the year, FRSC participants and Student Leaders co-present their research findings and recommendations to the First Ring Superintendents and High School Principals.

“ The First Ring Leadership Academy allowed me to find my voice within the district. The academy helped me strengthen my teacher network and seek alternate perspectives from excellent teachers dealing with similar challenges. I now feel more empowered as an educator and more prepared to help impact meaningful change in our school district.

- Nicholas Hall, Berea-Midpark Middle School, Intervention Specialist

“ During the process of being part of the FRLA, I have gained a network of neighboring professionals to help address the unique needs of Cleveland area students while helping address the needs of students and communities we are invested in.

- Gary Miller, Cuyahoga Heights Schools, Technology Teacher

First Ring Student Leadership Institute

During its 2017 Strategic Planning Meeting, the Superintendents of the First Ring Schools Collaborative identified a new priority in addressing the unique challenges of their districts: to develop a program for emerging student leaders that offers opportunities to strengthen their leadership skills, broaden their awareness and interact with peers from other First Ring districts. Tasked with making this new initiative actionable, the First Ring High School Principals Network worked throughout the 2017-2018 school year to outline the framework for this new, year-long program.

Now concluding its first year, the First Ring Student Leadership Institute provides high school juniors with the training, experiences and opportunities to become change leaders in their schools and communities. At the heart of the Institute is a focus on empowering youth. Using a research methodology called Youth Participatory Action Research (YPAR), student leaders learn to recognize and analyze the issues and resources in their communities, and come to understand the forces affecting their lives. Through research and study, they learn to uncover the root causes of these community issues and identify community assets and allies to help address them. Finally, through leadership training, group dialogue, role play and collaboration with adult mentors, students develop the skills, knowledge and confidence to effectively present their findings and recommendations to school and community leaders.

Each summer, principals from First Ring high schools nominate a diverse group of 11th graders to represent their schools and become part of that year's cohort. The Institute convenes four times a year and is hosted by area colleges and universities for three "work" sessions, with a final session to share, reflect and celebrate. During work sessions students engage in a mix of large and small group activities led by a team of adult facilitators including college professors, leadership coaches and area experts from Cleveland State University, district leaders, the ESC and other partners. Students are encouraged to interact with peers from other districts during hands-on activities, ice breakers and meal breaks. Both in and between sessions, each district's team of Student Leaders works closely with adult mentors, who themselves are participants in the First Ring Leadership Academy as teacher leaders and new administrators.

“ FRLA provided me with an opportunity to have unique conversations with professionals throughout the Cleveland area about issues that we all face. Most importantly, it allowed for us to brainstorm solutions that benefit our students and our schools. Additionally, integrating student leaders into our academy supplied us with fresh perspectives on solutions to problems our schools face, while growing and learning together.

- Maria Gingo, Parma City Schools, 10th Grade English Language Arts Teacher

“ There is not a price that can be put on the benefits of the FRLA. The relationships made, the collaboration between teachers, students, instructors and administrators is truly priceless. Having my students exposed to such a wide variety of people was an opportunity they otherwise would not have. It was very special to me for my students to build those relationships and connections to members of the community. It was very empowering to them to have, and in some cases find their own voice.

- Jennifer Bill, East Cleveland City School, High School Social Studies Teacher

Our Partners & Funders

The First Ring Schools Collaborative (FRSC), its networks and programs would like to thank the following partners and funders:

- Center for Educational Leadership, Cleveland State University
- Center for Urban Education at Cleveland State University
- Cleveland Foundation
- Cleveland State University's College of Education and Human Services
- Educational Service Center of Northeast Ohio
- George Gund Foundation
- Martha Holden Jennings Foundation
- University of Colorado Denver's School of Education and Human Development/Counseling



SECTION II:

District Research Projects, 2018-2019

Bedford City Schools

“Substance Abuse Prevention”

As part of the First Ring Student Leadership Institute, the student cohort from Bedford looked at the thoughts, perceptions, and available resources regarding substance abuse in the schools. The goal of our project was to ultimately see what resources were available within the community that can impact and help address the underlying issue in the schools. Furthermore, we were able to look at the cause/effect of substance use in schools and think of ideas to confront the issue internally. Students Leaders analyzed both qualitative and quantitative data derived from surveying peers, teachers, administrators, and parents.



(From left) Standing: Alexis Barnes & Jayda Brewster; Sitting: Kayla Hill, Tierra Dunnican, Karrenia McMullin, Ja’Lon Baxter



(From left) Kayla Hill, Henry Woodard, Dakota Coleman, Timothy Kallay (Teacher Leader)

Bedford High School Student Leaders:

Alexis Barnes, Ja’Lon Baxter, Jayda Brewster, Dakota Coleman, Tierra Dunnican, Joshua Fouche’, Kayla Hill, Karrenia McMullin, Henry Woodard

Teacher Leader:

Tim Kallay

SECTION II

Berea City Schools

“Mental Health Understanding at Berea-Midpark High School”

The Berea-Midpark First Ring team focused our research on the understanding of Mental Health services available at Berea-Midpark High School. The team surveyed 190 Berea-Midpark students in grades 9-12 to gauge where the student population was in their understanding of available resources at Berea-Midpark High School. The team sought the input of administration and staff to gather an understanding of available resources prior to surveying students on their understanding. The survey results led to interview sessions with specific students who had experienced a mental health crisis and the types of resources they utilized or felt were available to them. The survey and interviews offered insight into the state of mental health services for the high school students of the Berea City School District.



(From left) Summer Husein, Georgia Karageorgos (Teacher Leader), Addyson Griffin, Nicholas Hall (Teacher Leader), Alejandro Stafford, Megan Robertson, Serena Ramsammy

Berea-Midpark High School Student Leaders:

Addyson Griffin, Summer Husein, Serena Ramsammy, Megan Robertson, Alejandro Stafford

Teacher Leaders:

Nick Hall & Georgia Karageorgos

Brooklyn City Schools

“College Readiness”

Brooklyn High School offers college readiness programs for certain students, leaving all the other students without the opportunities to tour colleges and to get help applying to colleges and scholarships. We did surveys for the students in our school and asked kids who were in the programs and who were not if they felt ready for college and with their responses we completed our project.



(From left) Lisa Kubinski (Teacher Leader), Fahima Taher, Sarah Young, Allyanna Perez, Katelyn Schwin, and Aaron Wrost

Brooklyn High School Student Leaders:

Allyanna Perez, Katelyn Schwin, Fahima Taher, Aaron Wrost, Sarah Young

Teacher Leader:

Lisa Kubinski



SECTION II

Cleveland Heights-University Heights Schools

“Mentors for Mental Health”

Poor mental health among students is a pressing issue at Cleveland Heights High School. As chosen leaders, we have made it our mission to create a solution. Utilizing student surveys, responses from parents, teachers, and administrators we discovered a need for more guidance for the student body. We realized how many practical and necessary skills students weren't learning through traditional schooling. Students graduate from high school with no knowledge of how to file their taxes, make smart financial decisions, maintain a healthy lifestyle once they are on their own, and most importantly, practice healthy habits in regards to their mental health. Throughout the time we participated in the First Ring Student Leadership Institute we learned that the traditional education system still implemented in our school wasn't doing enough for students. In hopes of changing that, we plan to introduce more mentors in our school. We believe they will help to ease stress and help keep our students healthy. Times are changing. There is more technology and knowledge available to us than ever before. Everything is advancing. The age-old education system should be too.



(From left) Caroline Imka, Issa Augustin, Kandice White, Damari Loretz, Madisyn Moore

Cleveland Heights High School Student Leaders:

Issa Augustin-Glave, Caroline Imka, Damari Loretz,
Madisyn Moore, Kandice White

Teacher Leader:

Jennifer Thomas



District Research Projects, 2018-2019

Cuyahoga Heights Local Schools

“Stress Management”

The First Ring Leadership Institute students at Cuyahoga Heights High School wanted to look at stress on the student population. They conducted teacher interviews and used student surveys to collect data. They found that stress is greatly effecting the students at Cuyahoga Heights from overwhelmed freshman entering high school to seniors about to enter college or the work force. Their hope is to strengthen the student/teacher relationship and educate parents to help reduce the level of stress for the students.



(From left) Sarah Nolan, Antony Zahtilla, Kyle Calvey, Victoria Kattler and Purva Chauhan, pictured with CSU Graduate Assistant Stephen Sanders

Cuyahoga Heights High School Student Leaders:

Kyle Calvey, Purva Chauhan, Victoria Kattler, Sarah Nolan, Anthony Zahtilla

Teacher Leader:

Gary Miller



SECTION II

East Cleveland Schools

“Student Motivation”

In their project, Shaw High School’s Student Leaders sought to understand why students are lacking motivation and to identify what can cause enriched motivation.



(From left) Aniya Clark, Erica Adams, Naaman Hubbard (not pictured: Seth Brown & Micah Sharpley)

Shaw High School Student Leaders:

Erica Adams, Seth Brown, Aniya Clark, Naaman Hubbard, Micah Sharpley

Teacher Leader:

Jennifer Bill

Euclid City Schools

“Communication is Key!”

The project developed out of our belief that communication between students, staff, and parents is an ongoing issue in our school and community. The objective of this project is to create better methods for communication, including having our student Google accounts activated as email accounts. Through the research process, surveying our fellow students and staff, we discovered that a majority of the student body agrees that communication is a problem and that they would like school email accounts. We hope that our project facilitates change and that there is some solution to the problem by the start of the 2019-2020 school year.



(From left) Artrez Alexander,
Maggie Elkins, Isabella Johnson,
Kaleb Johnson, Catherine Webb

Euclid High School Student Leaders:

Artrez Alexander, Maggie Elkins, Isabella Johnson, Kaleb Johnson, Catherine Webb

Although Euclid did not have a Teacher Leader participating in the First Ring Leadership Academy, the team was supported extensively by teacher Catherine Gibbons, and by FRSLI facilitator Keith Bell

SECTION II

Fairview Park City Schools

“How to Cope”

The FRSLI kids chose the topic of “Mental Health” and explored ways to make this something more students would be willing to talk about. After conducting a survey of students in grades 6-12, 60% of the students admitted they have problems dealing with daily stressors which leads to mental health issues. From there, the students created a mental health workshop day where teachers in all grades 6-12 helped teach kids a variety of ways to deal with or manage their stress. Topics ranged from meditation, yoga, exercise, and brain puzzles to petting therapy dogs. We also brought in a guest speaker who spoke to them about being your own person and standing up for what is right.



(From left) Cecelia Remington, Janice Frygier (Teacher Leader), Lucy Mihailovic, Meg Weaver, Eva Malasi, Courtney Schmitz, Eric Hartman, Paola Espinoza, Ryan Eckert, Owen Walters

Fairview High School Student Leaders:

Ryan Eckert, Paola Espinoza, Eric Hartman, Eva Malasi, Lucy Mihailovic, Cecelia Remington, Courtney Schmitz, Owen Walters, Meg Weaver

Teacher Leader:

Janice Frygier



Garfield Heights City Schools

“Building Relationships for Student Success”

The First Ring Student Leaders at Garfield Heights High School focused on building relationships within the district. They chose two specific areas to work on. The first was to give a presentation about the benefits of positive teacher/student relationships. The students asked the teachers to make an “All About Me” door poster that would give the students an opportunity to get to know the teacher on a personal level. The second was to be a part of the incoming freshman orientation alongside of the high school guidance counselors. The student leaders presented a PowerPoint about the expectations and opportunities awaiting at the high school level. The student leaders believe in the power of creating a positive and exciting environment for improved high school student engagement.



Garfield Heights High School Student Leaders:

Bezawit Atnafseged, Roosevelt Boone, Amir Dixon, Mariah Mitchell, Melody Warren

Teacher Leader:

Jowell Gray



SECTION II

Lakewood City Schools

“The Dynamics of Teenage Romantic Relationships”

Lakewood High School juniors Chris Brown, Ava Clause, Autumn Cruz, Will Holden, and Aziza Mohamed are working on tackling a problem teenagers face today - what a healthy romantic relationship should consist of. Each of the student leaders collaborated on designing a solution to an issue they feel is common and problematic. The team created a student survey to collect data on the impact that unhealthy relationships have on student mental health and academic performance. The findings of the survey indicated that there is an unmet need for information for young people entering romantic relationships. Collectively, the First Ring Student Leadership Institute cohort created a schedule of interactive sessions spanning topics such as managing stress, communication, social media, consent, and safe sex. This proposed program will be presented to the Director of Student Services and Curriculum Director of Lakewood City Schools in hopes that this project can be piloted next year to face the aforementioned issue.



(From left) Aimee Guzowski (Teacher Leader), Autumn Cruz, Ava Clause, Chris Brown, Aziza Mohamed, Will Holden, and Gray Cooper (Teacher Leader)

Lakewood High School Student Leaders:

Chris Brown, Ava Clause, Autumn Cruz, Will Holden, Aziza Mohamed

Teacher Leaders:

Gray Cooper & Aimee Guzowski



District Research Projects, 2018-2019

Maple Heights City Schools

“Mental Health Issues in Relation to the School Environment”

The issue of mental health has been an on-going problem in schools for many decades. Affected students have shown significant drops in test scores, attendance, and productivity due to this issue. With this project, we will discuss how a lack of mental health services can negatively impact students. We will also show the different ways that students respond when asked to discuss their perspectives on how their own mental health is addressed in the school setting. Students have varying opinions on how this topic is addressed. They also have many excellent suggestions on how we can make strides to improve the support that students have in school. It is important to investigate the positive ways that we can deal with this issue. Through this project, we hope to create a positive, comfortable, and healthy school environment.



(From left) Tiana Greene, Raven Golliday, Courtney Starr (Teacher Leader), Crissean Merritt, Malik Conley

Maple Heights High School Student Leaders:

Malik Conley, Tiana Greene, Raven Golliday, Crissean Merritt

Teacher Leader:

Courtney Starr



SECTION II

Parma City Schools

“Improving School Climate”

The students feel that the overall climate of the school is not inviting/welcoming, friendly, or visually appealing. It was discussed that oftentimes this affects students’ willingness to learn and overall desire to come to school. Therefore, it was suggested that improving school climate could improve students’ attendance, behavior, and inclusion at school. Parma’s Student Leaders would like to do something to better the overall physical appearance of the school as well as the climate in terms of people’s attitudes and interactions in the school building. Students sent out a Google form finding out faculty/ staff and students’ opinions on the current school climate. They will be using that data to come up with a plan for changing the climate in the future.



(From left) Normandy Students (against the wall): David Jezewski, Nadia Benny, Kyle Timas, Brandon Rush; Valley Forge Students (front row): Maria Gingo (Teacher Leader), McKenzie Anderson, Haley Onderak, Vita Davis, Alli Baczkowski (Teacher Leader)

Normandy High School & Valley Forge High School Student Leaders:

McKenzie Anderson, Nadia Benny, Vita Davis, David Jezewski, Haley Onderak, Brandon Rush, Kyle Timas

Teacher Leaders:

Alli Baczkowski & Maria Gingo



District Research Projects, 2018-2019

Richmond Heights Local Schools

“Dropout Prevention at Richmond Heights”

The Student Leaders at Richmond Heights chose to research the dropout problem at our school. Currently, Richmond Heights has a 77% graduation rate over 4 years, and 79% over 5 years. The students and administration wanted us to research what is being done currently, and what needs to be done to bring the graduation rate up. Students used a survey to ask students and teachers what they believe needs to be done. We looked at what other schools are doing, as well as the success rates for each of the programs. We have reached out to former students who struggled, and have also surveyed our administrators regarding what the current plan is now, and what they recommend as a solution. We hope that our project brings some positive suggestions and change to help all students succeed.



(From left) Back Row: Jevontae Jones, Joshua Patty (Teacher Leader), Gbolahan Adio, Front Row: Isaiah Johnson, Nia Griffin, Joshua Johnson

Richmond Heights Secondary School Student Leaders:

Gbolahan Adio, Nia Griffin, Isaiah Johnson, Joshua Johnson, Jevontae Jones

Teacher Leader:

Joshua Patty



SECTION II

South Euclid Lyndhurst Schools

“The Effects of Cyberbullying”

We wanted to explore the effects of cyberbullying on students at Brush High School. To achieve this goal we created a survey on Google Forms that more than 100 students completed. The goal of the survey was to assess the students’ understanding and perceptions of cyberbullying. Some questions addressed if students felt cyberbullying is a concern, and if so, how they view the effects of cyberbullying. Using what we found, we hope to better educate the students at Brush High School regarding cyberbullying and its effects.



(From left) Jen Tatman (Teacher), Iyana Austin-Howell, Noah Turoff, John Bottar (Teacher Leader); Missing from photo: Nina Greene.

Charles F. Brush High School Student Leaders:

Iyana Austin-Howell, Nina Greene, Noah Turoff

Teacher Leader:

John Bottar

A special thanks to Jen Tatman, teacher at Charles F. Brush High School, who accompanied students to each of the working sessions and provided extensive assistance and mentoring.



Warrensville Heights City Schools

“How Effective Are You? Exploring the Effectiveness of Classroom High School Educators”

This research project is based on the Warrensville Heights Student Leaders' feelings towards their voice being heard in the classroom. The juniors working on this collaboration research project are concerned about their student body and the impact teachers are having on the students. They recognize that many teachers have their own teaching styles, but they do not adapt to the learning styles or needs of the students. Students are wondering, how effective are the teachers in each grade level? The students put together a survey, which asked respondents for their grade level, their scale rating on the effectiveness of teaching styles, and their overall opinion, to help gain a better perspective from the students' point of view. This information will provide administrators with an opportunity to see the effectiveness of their educators through a different lens. The goal is to change the perspective, promote, and advocate change for the student body as a whole.

Warrensville Heights High School Student Leaders:

Aaron Brown, Brandon Jones, Aniah Lee, Torriana McCrory

Teacher Leader:

Rachel Bruce



SECTION III: STUDENT LEADERSHIP INSTITUTE / LEADERSHIP ACADEMY JOINT SESSIONS

Session 1

On October 19, 2018, Student and Teacher Leaders gathered at Cleveland State University's Wolstein Center in downtown Cleveland for the inaugural session of the First Ring Student Leadership Institute. After a brief introduction to the program, students introduced themselves to peers in other districts in a game of "Peer Bingo" and delved into questions about the future: what do they envision for the future and how will society and each of their communities change in the next 20 years? Paul Pendleton facilitated a discussion on what makes a good leader, concluding with a group activity, Barbell Factory Simulation, that had everyone out of (and on) their seats.

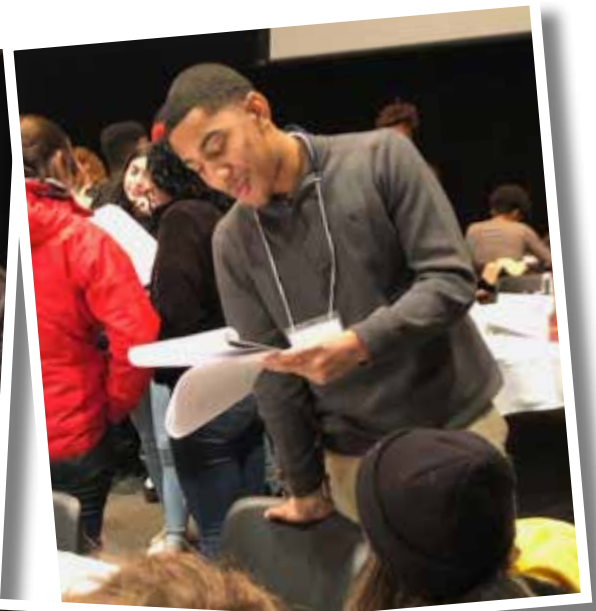
Adam Voight began the late morning session with an introduction to Youth Participatory Action Research and a role play to demonstrate the value of research in persuading decision makers. Student and Teacher Leaders began exploring issues that resonate with them by creating concept maps. In the afternoon, Adam continued with a lesson on arriving at and refining a research question. Each district team left with a topic and root cause analysis as the basis for their Action Research Project.



Session 2

On December 14, 2018 the FRSC and FRSLI cohorts gathered in the Black Box Theater on Tri-C's Metropolitan Campus. To begin the day, Student and Teacher Leaders had the chance to look at the poster each team created in Session 1. The session began with a look to the future and discussion of the impact of new technologies on our lives, followed by a presentation by Chanelle McCloud on public speaking. Student Leaders had a chance to share their thoughts and practice their presentation skills in small groups.

Late in the morning, Adam Voight and his Graduate Assistant Stephen Sanders guided district teams through a Research Round Robin to learn the advantages and disadvantages of different research methods. The day ended with time to develop a research plan and tools.



Session 3

On February 15, 2019 the combined First Ring Leadership Academy and First Ring Student Leadership Institute convened at Strosacker Hall on the campus of Baldwin Wallace University where guest speaker Bill Wagner facilitated an animated discussion about leadership and the future. Aware that teams had generally completed their data collection between the second and third sessions, Adam Voight and his Graduate Assistant Stephen Sanders led concurrent sessions on analyzing qualitative and quantitative data. Students had an opportunity to interact with their peers during the lunch break, after which teams reconvened at their tables to analyze their data and plan their next steps. Before leaving for the day, teams had time to ask questions and seek help in organizing data, identifying key themes and statistics, identifying major findings, developing recommendations, creating a research poster and preparing to present their findings and recommendations to Superintendents and High School Principals at the final meeting in May.



SECTION IV:

First Ring Leadership Academy

Activities & Participants

SESSION ONE September 26, 2018

Topics: Overview of FRLA and Teacher Leader Expectations; First Ring Challenges; What is Teacher Leadership?

Location: Educational Service Center (ESC) of Northeast Ohio

SESSION TWO October 19, 2018 *Joint Session First Ring Student Leadership Institute

Topics: Overview of Student Leadership; Project Expectations; School Climate and Culture

Location: Cleveland State University

SESSION THREE November 14, 2018

Topics: Transience; Achievement Gap; Demographics of First Ring Districts

Guest Speaker: Dr. Jim Connell

Location: Parma STEM School

SESSION FOUR December 14, 2018 *Joint Session First Ring Student Leadership Institute

TL Topics: Understanding and Engaging the Impoverished

Guest Speaker: Chanelle McCloud, "Presenting Oneself"

Location: Cuyahoga Community College – Metropolitan Campus

SESSION FIVE January 16, 2019

Topics: Leadership for Culturally Competent Schools; Conversations About Race; Action Research Planning

Guest Speaker: Dr. Veronica Motley

Location: South Euclid Lyndhurst

SESSION SIX February 15, 2019 *Joint Session First Ring Student Leadership Institute

TL Topics: Community Engagement

Location: Baldwin Wallace University

SESSIONS SEVEN & EIGHT March 13-14, 2019

Topics: Communication 101; Focused Professional Learning; Responding to and Influencing Change; Mindset; Data Analysis

Guest Speaker: Ms. Allison Byrd

Location: Bedford Heights and Lakewood

SESSION NINE May 17, 2019

Team Presentations & Recognition

Location: St. Michael's Woodside

Section V:

First Ring Leadership Reading List

Turning High-Poverty Schools into High-Performing Schools
Kathleen M. Budge & William Parrett

Courageous Conversations About Race
Glenn E. Singleton

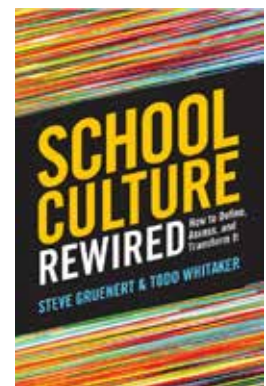
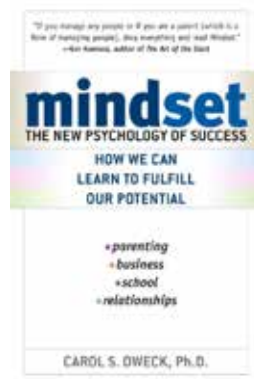
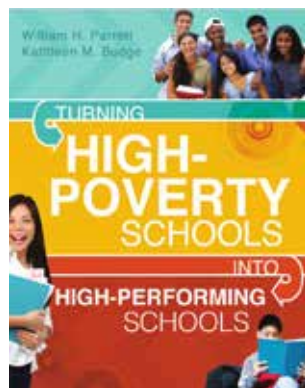
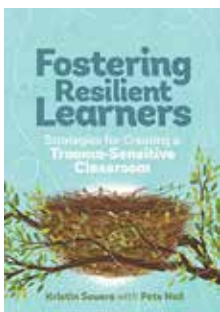
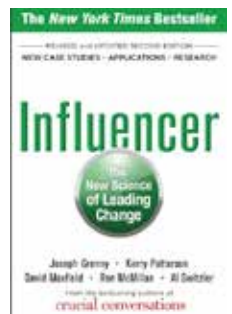
School Culture Rewired: How to Define, Assess, and Transform It
Steve Gruenert & Todd Whitaker

Fostering Resilient Learners: Strategies for Creating a Trauma-Sensitive Classroom
Kristin Souers & Peter A. Hall

Crucial Conversations: Tools for Talking When Stakes Are High
Al Switzler, Joseph Grenny, & Ron McMillan

Mindset: The New Psychology of Success
Carol Dweck

Influencer: The New Science of Leading Change
Joseph Grenny



Section VI:

2018-2019 Cohort Biographies

Alexandra Baczkowski

Parma City School District

Valley Forge High School - Intervention Specialist 8-9th grade

Supplemental duties: Tutor for The Discovery Center, District Leadership Team, Building Leadership Team, Building Forum Team

Years in the district: 8.5

Total years in education: 9

Education: Bachelor's degree, Baldwin Wallace College; Master's degree, Baldwin Wallace University

Jennifer Bill

East Cleveland City Schools

Shaw High School - Integrated Social Studies Grades 10-12

Total years in education: 11

Education: Education: Bachelor's degree, Cleveland State University; Master's degree, Cleveland State University

Previous experience: Director, Summit County Rape Crisis Program

John Bottar

South Euclid Lyndhurst Schools

Adrian Elementary - STEM Lab Teacher K-3

Supplemental duties: Member of Building Leadership Team, Trained in Conscious Discipline, Building/district resource for Renaissance Learning (STAR) Assessment Program

Years in the district: 14

Total years in education: 15

Education: Education: Bachelor's degree, Youngstown State University; Master's degrees, Kent State University & John Carroll University

Rachel Bruce

Warrensville Heights City School District

John Dewey Elementary School - 1st grade, General Education

Supplemental duties - Building Leadership Team and School Girl Scout Troop Leader

Years in the district: 3

Total years in education: 6

Education: Bachelor's degree, John Carroll University; Master's degree, Concordia University - Portland

Previous experience: 1st & 2nd Grade General Education at National Heritage Academies' Pinnacle Academy; Regional Content Leader, 1st Grade educators; other work experiences in athletics (sports information) & recreation (club sports and marketing), Tennis Coach

Gray Cooper

Lakewood City School District

Lakewood High School - English Teacher

Supplemental duties: High School & Middle School Wrestling Coach

Years in the district: 6

Total years in education: 10

Education: Bachelor's degree, Ohio University; Gray will be graduating with a Master's degree in Curriculum and Instruction from Ohio University this summer

Previous experience: Teacher in Cape Coast, Ghana; Columbus, Ohio; Willoughby Eastlake, Ohio; and Breakthrough Charter Schools in Cleveland

Janice Frygier

Fairview Park City Schools

Lewis F. Mayer Middle School - 8th Grade ELA

Supplemental duties: Washington, D.C. Trip Coordinator; previously: Student Council Advisor, Cheer Coach, BLT Member, Power of the Pen Advisor, Class Advisor

Years in the district: 18

Total years in education: 25

Education: Bachelor's degree, Eastern Michigan University; Master's degree, Wayne State University

Other work experience: served on numerous leadership committees, hiring/interview teams, safety committee, curriculum team

Maria Gingo

Parma City School District

Normandy High School - English II/Honors, Grade 10

Supplemental duties: Mentor, PBIS Student Committee Advisor, AIR Tutor

Years in the district: 7

Total years in education: 7.5

Education: Bachelor's degree, Baldwin Wallace University; Master's degree, Cleveland State University

Jowell Gray

Garfield Heights City School District

William Foster - School Counselor

Years in the district: 7

Total years in education: 8

Education: Principal's License, Cleveland State University; Master's degree, Kent State University

Aimee Guzowski

Lakewood City School District

Lakewood High School - Intervention Specialist (English Department)

Supplemental duties: Student Council Advisor

Years in education: 4 yrs as a teacher, 3 as a paraprofessional

Education: Bachelor's degree, Ohio University; Master's degree & Teaching License Program, Ashland University

Previous experience: Ten years in business (sales, training, banking, customer service, marketing)

Nicholas Hall

Berea City School District

Berea-Midpark Middle School - Grade 8 Intervention Specialist

Supplemental duties: Special Education Department Chairperson

Years in the district: 9 year district

Total years in education: 10 years

Education: Bachelor's degree, Slippery Rock University of Pennsylvania; Master's degree, Baldwin Wallace University

Timothy K. Kallay

Bedford City School District

Central Primary School - Intervention Specialist (K-12) current year in primary k-3

Supplemental duties: Saturday School Administrator, High School Swim Team Head Coach, Special Olympics Coach, Central student Council co-coordinator, grade level chair, Best practices and Equity Committee, former LPDC member

Years in the district: 14

Total years in education: 15

Education: Bachelor's degree, Ohio University; Administrative License K-12 & Master's degree, Cleveland State University)

Previous Experience: Student taught at Beacon school in Athens, Ohio

Georgia Karageorgos

Berea City School District

Berea-Midpark Middle School - 5th Grade Math

Supplemental duties: Team Leader of 5C

Years in the district: 5

Total years in education: 7

Education: Bachelor's degree, Northern Michigan University

Previous experience: 2 years 8th Grade Math & 9th Grade Algebra I at Taylor Exemplar Academy in Taylor, Michigan; 2 years 8th Grade Math and 9th Grade Algebra I (BCSD); 3 years 5th Grade Math (BCSD)

Lisa Kubinski

Brooklyn City Schools

Brooklyn School - 7th Grade Science

Supplemental duties: Faculty Advisor to the GE Girls S.T.E.M. program for 6th grade girls

Years in the district: 4

Total years in education: 9

Education: Bachelor's degree, John Carroll University; Teacher's Licensure Program, Notre Dame College; Master's degree, Cleveland State University

Previous experience: Applied Behavior Analysis Therapist, Cleveland Clinic Center for Autism; Program Manager, Achievement Centers for Children - Camp Cheerful; Classroom Behavior Therapist, Beechbrook - The Orange Project; 7th & 8th Grade Science, St. Francis of Assisi; Operation Specialist, Curriculum Writer, Counselor, The Great Lakes Science Center

Gary Miller

Cuyahoga Heights Local Schools

Cuyahoga Heights Elementary School - PreK-5 Technology

Supplemental duties: Art Show/ Family Game Night Coordinator, Track Coach, Department Leader

Years in the district: 17

Total years in education: 19

Education: Bachelor's degree, Baldwin Wallace University; Master's degree, Cleveland State University

Previous experience: Preschool Teacher

Josh Patty

Richmond Heights Local Schools

Richmond Heights Secondary School – 9th Grade World History, 10th Grade American History & Grades 9-12 Employment Skills and Career Exploration

Supplemental duties: Social Studies Curriculum Lead, Social Studies department Lead, Building Leadership Team, Ohio Department of Education American History Content Advisory Committee Member

Years in the district: 18

Total years in education: 19

Education: Bachelor's degree, Kent State University; Master's degree, Kent State University

Additional experience: Licensed Insurance Agent (Property, Casualty and Life Insurance), Entrepreneur

Jennifer Thomas

Cleveland Heights-University Heights Schools

Roxboro Elementary School - General Education, 5th Grade

Supplemental duties: Kiwanis Advisor, National Council of Jewish Women 5th Grade Girls Book Club Advisor, Children's Ink Program Coordinator; previous: Building Technology Representative, Safety Patrol Advisor, Data Liason

Extracurricular/Community Involvement: 2018/19 Cleveland Heights Neighborhood Leadership Program; Cleveland Heights Teachers Credit Union: Board Member; CollegeNow: Mentor; Miami University Alumni Association: Board Member; Empowering Youth, Exploring Justice: former Board Member

Years in the district: 27

Total years in education: 27

Education: Bachelor's degree, Miami University; Master's degree & Elementary Ed Certification 1-8, Cleveland State University

Courtney Starr

Maple Heights City Schools

John F. Kennedy Elementary School - Special Education Coordinator, PK - 7

Supplemental duties: Middle School Track Coach, formerly JV Volleyball & Basketball Coach

Years in the district: 4

Education: Bachelor's degree, John Carroll University; Mild/Moderate Intervention Specialist, Notre Dame College; Education Administration, Concordia University

SECTION VII: Staff Bios



Jennifer Dodd is the Director of Operations and Development at the Educational Service Center (ESC) of Northeast Ohio and Director of the First Ring Schools Collaborative (FRSC). Jennifer coordinates the FRSC's activities across its many networks and programs, including the development and operations of the First Ring Leadership Academy and First Ring Student Leadership Institute. Prior to working at the ESC, Jennifer worked as a special education teacher in Independence Local Schools. She currently holds an Early Intervention license, a K-9 Principal's license and a Superintendent's license. Jennifer completed her Ph.D. in Urban Education at Cleveland State University.



Keith Bell, Sr. is a Director of Leadership Services at the Educational Service Center (ESC) of Northeast Ohio and serves as lead facilitator and spokesperson for the First Ring Student Leadership Institute. Prior to joining the ESC, Keith served as Superintendent of the Euclid City School District. Currently, he is assisting with initiatives for the college and transition for underrepresented students to graduate school at Ohio State University. Keith earned his Ed.D. in Educational Administration from Ohio State University.



Wendy Jovan is a Project Manager with the Educational Service Center (ESC) of Northeast Ohio and a part-time Instructor in the Psychology Department at Cleveland State University. In her role with the First Ring Student Leadership Institute, Wendy coordinates development of the program's curriculum, student enrollment and event logistics. Wendy previously worked as a Special Education Supervisor, School Psychologist, and Market Research Specialist. She earned her Psy.S. in School Psychology from Cleveland State University.



Dennis Kowalski is currently an adjunct professor at Cleveland State and Concordia Universities and the facilitator of the First Ring Leadership Academy. In addition to teaching courses in learning and leadership, Dennis facilitates workshops and retreats on topics such as team building, the change process, understanding poverty, enriching practice, and transformational leadership. Before his retirement in 2014, Dennis was the Director of the Greater Cleveland Educational Development Center at Cleveland State University. Prior to that, he worked in the public schools as a teacher, principal and a superintendent. Dennis has an Ed.D. with a Cognate area in Psychology.



Paul Pendleton is President of consulting services firm Pendleton Enterprises and founder of Finding Leaders, an executive search firm. Paul serves as an adjunct faculty member at Kent State University, University of Akron, Ashland University and Mt. St. Joseph College, and is a member of the Board of Trustees at Baldwin Wallace University. Over the course of his career in the public schools Paul worked as a teacher, coach, guidance counselor, principal and superintendent. He retired as a Director of Leadership Services from the Educational Service Center of Northeast Ohio in 2017. In his role as a facilitator of the First Ring Student Leadership Institute, Paul provides expertise in the development of leadership skills.



Adam Voight is Director of the Center for Urban Education at Cleveland State University where he partners with urban schools, communities, and youth to create environments conducive to the learning and well-being of young people, particularly those affected by poverty and racism. Adam's community-engaged research and action has been supported by organizations such as the U.S. Department of Education and Centers for Disease Control and Prevention. As a facilitator for the First Ring Student Leadership Institute, Adam provides expertise in youth participatory action research (yPAR) and program evaluation. Adam has a Ph.D. in Community Psychology from Peabody College of Education and Human Development at Vanderbilt University.

SPECIAL THANKS to guest speakers Ms. Allison Byrd, Dr. James Connell, Ms. Chanelle McCloud, Dr. Veronica Motley and Dr. Bill Wagner; to Dr. Deborah Morin and Staff, Center for Educational Leadership, Cleveland State University; and to Ms. Tracy Spies, Administrative Assistant in the Professional Development Department, the Educational Service Center of Northeast Ohio.



FRLA gave me a network of professionals who helped me enrich my perspective on leading teaching and learning. The student leader component gave us a vehicle to listen to student voice. Listening to those voices gives me (us) direction to better prepare them for a successful future helping respond to the obstacles they face.

- Dr. Dennis Kowalski, Facilitator, First Ring Leadership Academy

WORDS FROM OUR 2018-19 COHORTS . . .

“ This has been one of the most powerful experiences in my career. I love the topics and hearing everyone weigh in on the different ideas and research out there as well as collaborating with others who have first hand experience of being a First Ring teacher leader. Dr. Kowalski is great to work with and I am glad that I was selected for this opportunity. However, I think the part that has made the greatest impact on my career and overall mindset is getting to work with the student leaders. On top of their hard work and dedication, they handle themselves with great poise in talking and collaborating with other students from other districts. These students are very invested in the future of our schools and I am so very proud and humbled to be working with them.

- Lisa Kubinski, Brooklyn City Schools, 7th Grade Science Teacher



“ The FRLA experience has offered a wealth of resources to help me continue to grow as an educator and as a leader. The readings and group discussions have given me different perspectives to many issues in education and society in general. I feel more comfortable and confident in my role as a teacher leader. The inclusion of student leaders has been an added bonus. It's never too early to expose students to the ideas of leadership and the habits of good leaders. Having student leaders as a part of this process has allowed me to model and teach about being a leader as I explore my own leadership potential.

- John Bottar, South Euclid Lyndhurst School District, STEM Lab Teacher

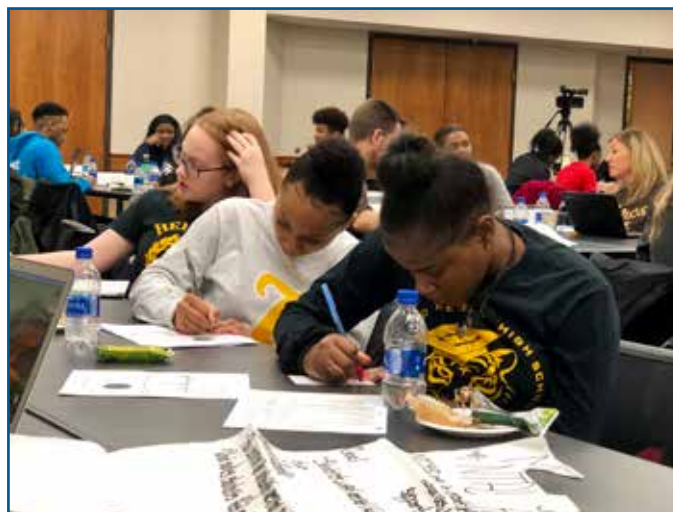
“ FRLA has allowed me to reenergize my focus on teacher leadership and gain insight on other First Ring Schools. I am starting to see the FRSLI students overcome their own fears. I love seeing the student impact and self-awareness that is going on as we promote our activities on mental health in our buildings. Watching these kids blossom as we have navigated through the challenges of promoting our project has been inspiring.

- Janice Frygier, Fairview Park City Schools, 8th Grade English Language Arts Teacher



“ FRLA combines essential elements for gaining real life leadership experience. The Academy supports collaboration among stakeholders promoting positive change within the school. It also creates a platform for professional leaders to share with emerging leaders their inspiring experiences and words of wisdom.

- Jowell Gray, Garfield Heights City Schools, School Counselor



“ FRLA has provided a wealth of knowledge, that will continue to foster my leadership skills. It allows leaders to understand their purpose, and give them more tools to bring it to fruition. During this experience meeting people from varies backgrounds and experiences increase and expands our perspective of ways we see the world of education and beyond.

- Rachel Bruce, Warrensville Heights City Schools, 1st Grade Teacher

“ Being in the FRLA opened up my eyes to so much information in regards to the world of education that I had not known previously. I got to meet so many other amazing professionals and built long lasting relationships. Having the student leaders join us really gave us good insight as to their thoughts and feelings about their educational experience and the changes they wanted to make. This is only the beginning and I cannot wait to see where it goes in the future!

- Allie Baczowski, Parma City Schools, Intervention Specialist



FRLA BY THE NUMBERS . . .

50%

Of respondents report that learning about the importance of relationship building, collaboration, and effective communication is most important in their participation in FRLA, while others (23%) state that being exposed to current leadership techniques and topics, developing new/different leadership abilities and strategies, and learning personal areas that can be improved is the most important.

60%

Identify interpersonal skills and being able to have crucial conversations or facilitate collaboration as the skill set they use most often and attribute to deep learning in the FRLA, followed by the importance of relationship building and positive interactions (13%) and being aware of student and district issues (13%).

75%

The proportion of Teachers that make up the 2018-2019 First Ring Leadership Academy cohort. Other participants are Intervention Specialists (22%), School Counselor or Special Education Supervisor. A vast majority (93%) has earned a Masters degree.

82%

Of the 2018-2019 cohort attribute their leadership success to their participation in the Academy.

100%

Would be likely or very likely to recommend participation to other aspiring school leaders!



First Ring Schools Collaborative

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