

ELIZABETH C JEKANOWSKI, PH.D.

Director of Education Graduate Studies
Assistant Professor of Education

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EDUCATION

PhD	Florida Atlantic University, Educational Leadership Dissertation: <i>District leadership and systemic inclusion: A case study of one inclusive and effective school district</i>	May 2017
EdS	Florida Atlantic University, Educational Leadership	May 2016
MS	Cambridge College, Education	May 2001
BA	Colby-Sawyer College, American Studies Magna Cum Laude	May 1986

PROFESSIONAL CERTIFICATIONS

Florida Department of Education Administrative Certificates

- Educational Leadership K-12
- Clinical Educator Evaluation K-12

Florida Department of Education Teaching Certificates

- Elementary Education K-6
- Exceptional Student Education K-12
- Music K-12

iObservation Certification, Marzano Framework

Learning Sciences, West Palm Beach, FL

TEACHING EXPERIENCE

Clarke University, Dubuque, Iowa
Assistant Professor of Education, Education Department

August 2019-

- EDSP 400 Special Education Practicum (FIELD EXPERIENCE PRIOR TO STUDENT TEACHING). Teaching pre-service teachers through a supervised experience in observing and working with students with disabilities. Activities include: collecting observational data, practicing lesson-plan development and implementation, assisting with teaching and tutoring, and developing a cumulative collection of artifacts demonstrating knowledge and skills based on Interstate New Teacher Assessment and Support Consortium standards.
- EDSP 401 Preventing and Remediating Challenging Behaviors. During this course, students focus upon the individual nature of children who present challenging behaviors. First they learn strategies for preventing these behaviors, which builds on the previous course from students' first year of special education coursework, EDSP 201 Selecting Behavioral Interventions. They also learn the thoughtful necessity of well-rounded assessment (including functional analysis) and analyze the diagnostic characteristics of learners. In addition, students learn how to design measurable behavioral intervention plans to enable more acceptable behaviors to flourish. Students visit classrooms focusing on various techniques, analyze research-based methodologies and discuss the need for wraparound techniques and crisis intervention plans. Issues in the education of such children are discussed along with the need to enable students to work toward success in general education and typical work settings. Participants will study related state and federal law, litigation and regulations that relate to the education of children presenting challenging behaviors. Co-requisites: EDSP 301, EDSP 400, and EDSP 402.
- EDSP 402 Collaborative Solutions (Special Education Capstone). Students have an opportunity to explore current issues in special education both at the local and national level. In addition, each student will explore new curricula or assessments he or she has not yet utilized. Students will be partnered with a family to complete a project that will benefit the family, the young learner and the university student. This project will include family visits. Students must finish and present their integrated research project initiated during their first course, EDSP 200 Foundations of Special Education. Students will submit their portfolios for review to the education department to determine their readiness for student teaching. Prerequisites: Other 300-level EDSP course requirements and previous coursework. Co-requisites: EDSP 301, EDSP 400, EDSP 401.
- EDSP 301 Strategic Academic Learning. Participants in this course will examine a variety of research-based methods and strategies utilized in the education of students with mild and moderate disabilities who are served in special education programs. Participants will develop individualized education plans (IEPs) based on students' academic needs and teach lessons designed to match the IEP. Corequisites: EDSP 400, EDSP 401, and EDSP 402.

Director of Education Graduate Studies

Strategic visioning, marketing, recruitment, advising and supervision of the administration and governance of the Masters of Art in Education (MAE) studies and serve as a point of contact for MAE students enrolled in the MAE on-line, GOLD, Early Access and 4 + 1 programs.

Florida Atlantic University, Boca Raton, FL
College of Education

February 2018 - May 2019

Clinical Instructor

Co-Taught:

ADE 6381 Lead I Adult Learning
EDA 6050 Instructional Leadership I
EDA 6052 Instructional Leadership II
EDS 6100 Lead II Leadership Theory
EDA 6103 Lead III Administrative Process
EDS 6945 Internship I
EDS 6946 Internship II
EDS 6947 Internship III
EDA 6300 Community Partnerships
EDA 5931 Lead for Social Justice
Seminar Semester I
Seminar Semester V

Coordinator of Educational Leadership: Intern to Excellence (ELITE) Master's Degree Partnership Program

Duties and Responsibilities

Collaboration with FAU faculty:

- Department of Educational Leadership and Research Methodology meetings and assigned department committees
- School Leaders Faculty Meetings
- Task specific committees' leadership and participation (Curriculum Workgroup Committees, FAU-FASA Conference, FLDOE Leadership Assessment Design and Verification Committees, Admissions Task Force Committee, UPPI Celebration, etc.)
- Regular meetings with Program Director and other Program Coordinators to continually monitor and improve systemic practices and partnership relationships
- Development opportunities on and off campus to improve knowledge, understanding and skills to continually improve effectiveness in all aspects of the Partnership Program Coordinator position
- Scholarly writing, presentations and publications

- Service on and off campus to use professional and personal resources (gifts, talents and personal experiences) to contribute to the betterment of children and adults everywhere

Collaboration with school district leaders:

- Program Steering Committee Meetings leadership (Agendas, Supporting Documents, Action Items and Meeting Minutes)
- Full Steering Committee Meetings
- Wallace Foundation or other sponsoring agencies' meetings
- Program Curriculum Development
- Adjunct selection, review, professional development, ongoing communication and support
- Program Scheduling of student coursework, seminars and professional learning
- Resource provisioning: for adjuncts (FAU) and for students (resources, technology support, etc.)
- Professional Learning Facilitation: Adjunct Instructors and Mentor Principals

Adjunct Instructors

- Formal and informal support and development
- Focus: adult learning understanding and strategies, curricular orientation, materials and support, technical orientation, training and support for online grading and portfolio programs
- Support Forums: in-class observations, CANVAS and LiveText, adult learning strategies, adjunct expectations and additional topics as needed

Mentor Principals

- Formal and informal support and development
- Focus: Coach-like Mentor/Mentor-like Coach Development
Blended Coaching Model (Moir & Bloom, 2005)
Sharing Research, Modeling, Practice with feedback and Onsite Support
Provide support and feedback to mentor principals

Advising and Instruction of Graduate Students:

Advising

- Instructional, Supportive and Connecting w additional internal and external resources as needed Nominees once identified: As part of FAU/District leader team, provide guidance and support throughout application process
- Communication- Emails, phone and in person- regular and ongoing as needed
- Registration, Resources and Survey Support
- FAU technical instruction, guidance and follow up as needed (CANVAS, Livetext, Financial Aid, Registrar, etc) and responding to student feedback and input to continually improve their learning, that of their cohort and the program as a whole (as applicable)
- Portfolio instruction, support, monitoring and final approval

Seminars

- Design and facilitate weekly for each cohort (beginning & ending semesters)

- Focus: Team Building, FAUPPI Curricular Model, Leadership Text Based Discussions, APA Writing Workshop, Technical Support for CANVAS, and LiveText, FELE Review, Resume Workshop, and other topics based on student need.

Formative and Summative Assessments

- Prepare and schedule students, FAU & district teams on protocol and procedures, and conduct debriefing with all stakeholders to ensure continuous improvement
- Formative: Semesters end to include curricular synthesis (presentation, feedback, action steps, grades/adjunct comments review, student's perception of leadership strengths and program experience)
- Summative: Program end to include Final Exhibition of Learning- project based on all four parts and grades/adjunct comments/program parts

Martin County School District, Stuart, FL
 Administrator, K-12
 Coordinator of Hospital Homebound, K-12
 Intervention Problem Solving Coach, K-12

2004-2018
 Riverbend Academy

Intervention Problem Solving Coach, 6-8

Anderson Middle School

Music Specialist, K-5

Jensen Beach Elementary

Teacher: General Ed (3-5), Gifted (5), Special Education (Gr. 3-5), Autism (Gr. 3-5) and Self-Contained (Gr. 3-5).

Nantucket Public Schools, Nantucket Island, MA
 Music Specialist, K-5

1998-2003
 Nantucket Elementary

Choral Director, 6-8

Cyprus Middle School

Kindergarten Teaching Assistant

Nantucket Elementary

RESEARCH AND PUBLICATIONS

Jekanowski, E. C. (2017). *District leadership and systemic inclusion: A case study of one inclusive and effective school district* (Doctoral dissertation). Florida Atlantic University, Boca Raton, FL.

Jekanowski, E. C. (2016, April). *District leadership and systemic inclusion: A case study of one inclusive and effective school district*. Poster presented at the David Clark

Scholarship Seminar, American Education Research Association (AERA),
Washington, D.C.

Summary of procedural safeguards. (2015). Martin County School District, Stuart, FL.
Procedural safeguards are parental rights, processes, and procedures ensured through the Individuals with Disabilities Improvement Education Act (2004). This summary was crafted to assist Intervention/Problem Solving coaches in explaining procedural safeguards to parents and families in order to help satisfy the required review of procedural safeguards at all student IEP meetings.

Wandering and elopement study. (2013-2014). Dr. Jack Scott, Florida Atlantic University, Boca Raton, FL.
Researcher part of team investigating the problem of wandering and elopement of young students with Autism Spectrum Disorder (ASD). The study's purpose was to raise awareness and prevention of this documented problem. A mixed-methods study, this research was intended to survey parents through Center for Autism and Related Disabilities who had children with autism who had eloped. Data were collected in the forms of surveys and interviews.

PRESENTATIONS

Peer-Reviewed Conference Presentations

One inclusive and effective district: A case study describing how leaders supported collective capacity. (2019, April). Paper presented at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

The successful inclusive education of one child with autism: An inspiring retrospective autoethnography. (2018, November). Paper presented at the Annual Meeting of the Consortium of the Study of Ethics and Leadership in Education, Houston, TX.

The leadership of one inclusive and effective school district: Caring, collaborative, and accessible. (2018, April). Roundtable presented at the Annual Meeting of the American Educational Research Association, New York, NY.

The leadership of one inclusive and effective school district: Caring, collaborative, and accessible. (2018, April). Paper presented at the SIG 96 Meeting of the American Educational Research Association, New York, NY.

District leadership and systemic inclusion: A case study of one inclusive and effective school district. (2017, November). Presented at the Annual Meeting of the University Council for Educational Administrators (UCEA), Denver, CO
Panel presentation/discussion of five related case studies of district level leadership.

Inclusion: Follow the P.A.T.H. (2015, March). Presented at the Autism Avenue Annual Conference, Atlanta, GA

This presentation engaged participants by outlining and illustrating PATH (Planning Alternative Tomorrows with Hope), an inclusive school reform planning tool by Pearpoint, O'Brien, and Forest (1993), shared lessons from the field, and generated productive discussions around current challenges to inclusive education in our public schools today.

Collaborative Teaching: Key to Successful Inclusive Education. (2014, March). Presented at the Autism Avenue Annual Conference, Atlanta, GA

This presentation engaged participants with a personal story of success, as well as shared research identifying and explaining the major components of collaborative teaching (Murawski, 2009). It facilitated discussion on the benefits of collaborative teaching and empowered participants with a variety of strategies to overcome barriers to collaborative teaching.

Collaborative Teaching: Inclusive Dreams Come True. (2014, January). Presented at the Florida Future Educators of America Annual Conference, Orlando, FL

This presentation provided participants with the basics of collaborative teaching, empowering them to make inclusive dreams come true for all students. Working collaboratively with teams of professionals at both the school and district level, participants were provided strategies and tools to create classrooms that will meet the needs of students with significant disabilities.

Using Picture Communication Systems for Students with Autism. (2012, January). Presented at the Florida Future Educators of America Annual Conference, Orlando, FL

Picture Communication Systems (PCS) is a research-proven, data-driven strategy that helps students on the autism spectrum communicate and learn in a variety of classroom activities and lessons. PCS are computer-generated icons with or without words that assist students with Autism Spectrum Disorder (ASD) to understand in pictures what is expected and happening around them. Participants learned how to utilize a free web-based program (boardmaker.com) to generate and sequence images.

Invited Panels and Presentations

National scholar panel. (2017, August 19). Guest panelist in EDA 5061: Context of Educational Administration with Dr. Pat Maslin-Ostrowski, Florida Atlantic University, Boca Raton, FL

AERA David Clark and Jackson Scholars invited to share with new doctoral students the benefits of these national scholar conference experiences and their journeys pursuing faculty positions or school site/district leadership.

Doctoral student experience panel. (2016, August 27 & 2015, October 17). Guest panelist in EDA 5061: Context of Educational Administration with Dr. Pat Maslin-Ostrowski (2016) and Dr. Ira Bogotch (2015), Florida Atlantic University, Boca Raton, FL
One of three doctoral candidate panelists invited to share with new doctoral students experiences within the School Leaders Program at FAU. Of special interest to

students were processes to find one's research family, participating in scholarly conferences, and the dissertation process.

Preparing for college: Scholarship and grant opportunities. (2014, January). Presented at the First Annual Martin County School District Parent University, Stuart, FL
Co-presentation focused on practical advice and tips to guide parents of high school students through the scholarship/grant process. Sharing local, state, and federal resources, materials, and deadlines, I also shared a system for collecting/organizing my sons' extracurricular activities, awards, and service in the community.

GRANTS

Education Foundation Innovative Project Enrichment Grant 2016

- *It's all about that KAGAN: Cooperative learning at Riverbend Academy:* \$2,000 for professional development materials
Funds purchased cooperative books and materials to equip Riverbend Academy for Kagan Cooperative Learning implementation, an evidence-based method of improving student engagement and learning in literacy and other essential subjects. Kagan Cooperative Learning is based on four principals: Positive Interdependence, Individual Accountability, Equal participation, and Simultaneous Interaction. The project provides each classroom with a set of books and supporting materials coupled with monthly professional development and job-embedded coaching from their site-based leadership team. The grant culminated with a spring celebration where staff shared their favorite cooperative learning structures resulting in a school notebook capturing the use of materials throughout the school year.

Education Foundation Innovative Project Enrichment Grant 2013

- *Writing music with technology at Jensen Beach Elementary:* \$300 for software
Funds purchased Finale Program 2011 and Sibelius First Music Writing Program for music students in grades 3, 4 & 5 to facilitate students creating short compositions. With staff paper projected onto the large screen in music classes, students set the time signature, tempo, and length of their compositions and arrangements. Students were able to hear their music played back and see a polished printed manuscript. This grant culminated with student compositions performed at a school-wide assembly.

Education Foundation Classroom Enrichment Grant 2012

- *Sharing music through technology at Jensen Beach Elementary:* \$500 for audio/visual equipment
Funds purchased a digital handheld recorder, a digital video recorder, and a digital camera for the purposes of sharing the musical performances of a chorus of over 120 students in grades 3 through 5. Performing at a variety of school assemblies, local festivals, and special Broadway Jr. spring musicals, this grant facilitated audio recordings, digital images, and video of performances that were then shared with families and friends unable to attend live events.

PROFESSIONAL DEVELOPMENT ACTIVITIES

Collaborative Learning Strategies Facilitator

2016-2018

Riverbend Academy, Tequesta, FL

- Engaged Riverbend staff (teachers and paraprofessionals) in lively, hour-long sessions to develop understanding and implementation of KAGAN cooperative structures to increase student engagement and learning across all grade levels and all subjects.

Marzano Observational Framework Facilitator

2016 - 2018

Riverbend Academy, Tequesta, FL

- Leads weekly presentations/modeling/discussions throughout the school year with whole staff, teams, and individuals to grow instructional practice guided by evidence-based strategies implemented with fidelity across grade levels and subject areas.

New Hire Educational Orientation Facilitator

2016 - 2018

Sandy Pines Residential Facility, Tequesta, FL

- Leads bi-monthly interactive presentations/discussions with newly-hired employees (nurses, therapists, mental health technicians, etc.) designed to orient, welcome, and inform participants about Riverbend Academy as a school within a therapeutic setting; explains what supports and services are provided to facilitate learning for a wide range of student needs; and the roles, responsibilities, and expectations of those who will work in the school.

Standardized Testing Trainer

2016 - 2018

Riverbend Academy, Tequesta, FL

- Presented a series of trainings to teachers, paraprofessionals, and mental health technicians designed to inform them of their roles and responsibilities during the spring testing season.
- Trainings included: Florida Standardized Testing for English Language Arts (Gr. 3-12), Mathematics (Gr. 3-8), Algebra 1 & 2; Pearson Testing for Science (Gr. 5 & 8); End-of-course exams for Civics, Biology, U.S. History, and Geometry; Florida Standardized Alternate Assessments for all subjects and grade levels; and World Class Instructional Designs and Assessment (WIDA) for English Language Learners of all grade levels and subjects.

Technology Learning Group (TLG) School Site Co-Facilitator

2012 - 2013

Jensen Beach Elementary, Jensen Beach, FL

- Selected to participate by Martin County School District Technology Leaders to facilitate a “train the trainer” model whose explicit purpose was to increase the instructional use of classroom technology. Monthly sessions at each school site focused on collaborative teams of teachers who created over 1,000 standards based Promethean Board Flip Charts for all grade levels and subjects. The TLG group I co-facilitated at Jensen Beach Elementary contributed over 60 flip charts by the end of the school year.

PROFESSIONAL AFFILIATIONS

American Association of Colleges for Teacher Education (AACTE)	2019-
American Educational Research Association (AERA)	2014 –
The Consortium for the Study of Ethics and Leadership in Education (CSLEE)	2017-
Florida Association of Professors of Educational Leaders (FAPEL)	2018 – 2019
Florida Education Association (FEA)	2018 – 2019
University Council for Educational Administration (UCEA)	2016 - 2018
Florida Association of School Administrators (FASA)	2015 – 2019

PROFESSIONAL SERVICE

American Educational Research Association, Session Chair
Supporting and Sustaining Capacity: Leadership in Special Education Toronto, 2019

Peer-Reviewer

- American Educational Research Association 2017- present
- University Council of Educational Administration 2017-2019

Center for Autism and Related Disabilities, Board Member 2018- 2019

Florida Association of Professors of Educational Leadership, Co-Editor 2018-2019

COMMUNITY SERVICE

Celebrity Master of Ceremonies, Music-a-thon 2012, 2013, 2014, 2016
Stuart School of Music-sponsored recital, Treasure Coast Square Mall, Jensen Beach, FL. \$20,000+ raised for Molly's House in Stuart, FL

Guest Conductor, Music In Our Schools, Martin County School District 2012 and 2014
38th and 40th annual concert events in Martin County High School auditorium with over 1,000 selected music students from elementary, middle, and high school vocal and instrumental programs. Selected by other musical educators, I conducted over 250 elementary chorus students as part of the larger two-hour program.

Director, Broadway Jr. Musicals, Jensen Beach Elementary, 2011 - 2013
Jensen Beach, FL
Directed an annual Broadway Jr. musical with over 150 students in grades 2 through 5 for three consecutive years; Annie (2011), Beauty and the Beast (2012), and Cinderella (2013). Raising \$2,500+ each year. Coordinated 50+ adult volunteers (family and community members).

HONORS AND AWARDS

David L. Clark Scholar American Educational Research Association, Washington, DC	2016
Outstanding Educational Leadership Graduate Student College of Education, Florida Atlantic University, Boca Raton, FL	2015
Philanthropic Educational Organization (P.E.O.) Scholarship P.E.O. Chapter CZ, Deerfield Beach, FL	2015
Harry Harmes Memorial Scholarship College of Education, Florida Atlantic University, Boca Raton, FL	2014
Martin County District Teacher of the Year Martin County Elementary Teacher of the Year Jensen Beach Elementary Teacher of the Year Martin County School District, Stuart, FL	2012
Carl M Cochran Departmental Award <i>Colby-Sawyer College</i> , New London, NH	1986

REFERENCES

***Available upon request*