

March 3, 2025

Dear Monroe County School District Board of Education,

As a professional educator with over 20 years of direct interaction within public school systems, I am writing to express my interest in the position of Superintendent of Monroe County School District. Having assumed increasing levels of responsibility in strategic development, grant facilitation, and the practical application of student programs to enhance growth and academic success, I believe I would make a highly valuable addition to your team.

In my former roles as Assistant Superintendent and Superintendent, I have supported staff in effectively implementing systematic approaches to improving instruction, retention, outreach, auditing, and learning for all students. I excel at translating vision into actionable strategies that drive measurable improvements across the district. My leadership has resulted in efficient and well-executed initiatives that positively impact the lives of both students and teachers. Below are some key achievements:

Led a low-performing high school to achieve a significant SAT score improvement, raising the school out of the bottom 5% academically in the state for the first time in five years.

Guided a district middle school, Montessori school, and high school from 9% compliance (40th percentile) to 91% compliance (80th percentile) with the Michigan Department of Education's School Improvement Grant division within one year. As a result, all three schools retained their grants.

Implemented a highly effective 9th Grade Academic Intervention, Mentoring, Monitoring, and Support (AIMMS) program, greatly enhancing student success rates in scholastic achievement and graduation.

Facilitated General Education Degree (GED) students' transition to undergraduate advisement at Wayne State University.

Established the first Ombudsman's Office in the Detroit Public Schools Community District, providing an essential resource for families and staff.


Regarding faculty and staff, I have provided professional growth opportunities that have led to increased effectiveness in instructional programs. Additionally, my fiscal leadership has resulted in the implementation of procurement procedures that significantly reduced operating expenses for an Oakland County school. This financial stewardship transformed years of budget deficits into financial stability.

Most importantly, I have developed a strong ability to plan wisely, execute efficiently, and achieve results that drive effective student outcomes. These are key benefits I would bring to the Monroe County School District. I would be honored and excited to be part of your team.

The enclosed curriculum vitae provides further details regarding my career experiences and accomplishments. I would welcome the opportunity to discuss my qualifications with you in greater depth. Please contact me at (313) 231-2742 or via email at drtillerjr@gmail.com to schedule a mutually convenient time to meet.

Thank you for your kind consideration of my candidacy.

Sincerely,

A handwritten signature in dark ink, reading "Dr. Claude J. Tiller Jr." with a stylized flourish at the end.

Dr. Claude J. Tiller Jr.

Dr. Claude J. Tiller Jr.

7001 Clementine Trail APT 8301
Fairburn GA, 30213

313-231-2742
drctillerjr@gmail.com

Portfolio:
www.drctillerjr.com



Leadership Brief

A dynamic educational leader, distinguished by a relentless pursuit of excellence in reshaping public education. Provides effective strategic leadership characterized by a deep commitment to delivering tangible outcomes, evidenced by a proven track record of accelerated learning, elevated teacher performance, and strengthened school-community connections. An engaging educator who excels in the design and execution of comprehensive initiatives that exceed objectives.

Education

Professional	Ed.D. in Educational Leadership	American College of Education, Indianapolis, Indiana	2020
Graduate	Ed. S. in Educational Administration	Wayne State University, Detroit, MI	1999
Graduate	M.Ed. in Educational Administration	Bowling Green State University, Bowling Green Ohio	1991
Undergraduate	B.A. in Education	University of Michigan, Ann Arbor, MI	1989

Licensure

Administrative K-12	Michigan	Exp: June 30, 2027
Administrative: Superintendent-District Administration Pk-12	Wisconsin	Exp: June 30, 2026
Principal KG-12	Wisconsin	Exp: June 30, 2026

Certifications

Michigan teacher certification (Physical Education K-12, Health 6-12)	Exp: June 30, 2027
Multi-tiered Behavior Framework	2018
Central Office Administration	2017
District Capacity Assessment	2017
Multi-tiered System of Support, Facilitator/Coach	2016
Schoolwide, Positive Behavior, Intervention Support, Facilitator	2016

Additional Education

District/School Data Analysis – Measuring Impact of Educational Programs, Schoolwide Positive Behavior Intervention and Support

Summary of Key Achievements

RISE Preparatory Academy

- Implemented newly adopted English language Arts curriculum through Savvas
- Implemented newly adopted Science curriculum through Savvas
- Implemented newly adopted Math curriculum through i-Ready
- Implemented newly adopted Social Studies curriculum through Studies Weekly
- Implemented newly adopted Health curriculum through Studies Weekly

Green Bay Area Public Schools

- Excellent performance reviews by the Board of Education
- Set in motion and academic achievement plan to address, achievement disparities with a goal of graduation rates at 100% of students by the end of 23-24 school year. The plan, align educational objectives with the needs of a diverse student body, and focus on academic achievement, enhancing professional development, and integrating cutting -age technology solutions to enhance learning.

Detroit Public Schools

- Lead implementation of a highly effective ninth grade, academic intervention, mentoring, monitoring, and support (AIMMS) program which greatly enhance student success rates is scholastic, achievement and graduation.
- Establish the first ombudsman office in the Detroit Public School District.
- Increased overall Detroit public schools High School graduation rates by 6.5%
 - Increase rates at Detroit public schools outpace rates of the State of Michigan
- Increase graduation rates in 20 out of 23, high school
 - Mumford High School +21.1%
 - Denby High School +16.2%
 - Central High School +15.2%
- Dropout rate decline from 14.5% to 13.8%, while state rates increased from 7.7% to 8.2%
- Provided professional growth opportunities that increase the effectiveness of instructional programs and learning environments

Oakland County School

Fiscal leadership that resulted in the implementation of procurement procedures that significantly reduced operating expenses for the Oakland County school, converting the budget from years of loss to one of financial stability.

State of Michigan, Department of Education

Lead a district middle school, Montessori, and a high school with 9% compliance (40th percentile) With the Michigan Department of Education School Improvement Grant division to 91%(80th percentile) within one year-as a result, all three schools were able to retain their School Improvement Grant.

Pontiac Academy High School

Let a low performing SAT score high school to achieve a cut score of 34.68 within a three-year period which resulted in raising the school out of the bottom 5% academically in the state for the first time in the schools 5 year history.

Professional Experience

Adjunct Instructor	Grand Canyon University	Remote	01/31-Present
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Serves as a passionate and experienced educator in the School of Education, delivering high-quality instruction in various education-related courses to a diverse student population. Designs engaging online learning modules, facilitates discussions, and assesses student performance while upholding Grand Canyon University's Christian values within the curriculum.

Responsibilities

- Deliver graduate-level courses in educational leadership and administration, leveraging extensive K-12 leadership experience.
- Facilitate advanced professional development for aspiring educational leaders through research-informed pedagogical approaches
- Integrate practical leadership insights from superintendent and administrative experience into graduate-level instruction.
- Utilize data-driven instructional strategies to enhance student learning outcomes and professional skill development
- Support graduate students in developing advanced leadership competencies through targeted mentorship and academic guidance
- Foster an inclusive and interactive learning environment that promotes critical thinking and student engagement.
- Utilize learning management systems (LMS) to track student progress and maintain academic records.

Chief Executive Officer	RISE Preparatory Academy	East Point, GA	08/24-11/24
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Served as the Local Education Authority's Chief Executive Officer overseeing and managing the programmatic and administrative functions of the school, establishing short- and long-term goals, and plans and policies to execute those goals, subject to the Board's approval. In addition, to overseeing the management of the organization, including the principals that manage staff members ranging from teachers to operational support.

Accomplishments

- Spearheaded a districtwide implementation of brand-new curriculum, for the first time in two years in English Language Arts, Math, Social Studies, Science, and Health.
- Ensure high-quality instruction in every classroom using gradual release approaches.
- Ensure adequacy and soundness of the organization's financial structure.
- Oversee the recruitment and retention of top talent at all levels.
- Implement systems to ensure proper monitoring of Title grant purchases.
- Promoted timely responses to students' needs to intervention and increase access to academic support.

Superintendent	Green Bay Area Public Schools	Green Bay, WI	06/23-02/24
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Served as the district's chief executive officer responsible for overseeing the district's educational programs and operations. Implemented policies set by the school board, and oversight of strategic planning, curriculum development, staff management, and budget administration. Engaged in active communication with stakeholders, including parents, educators, and community members, to build consensus and support for educational initiatives. Leveraged cutting-edge technology and evidence-based practices, enhancing student achievement, and preparing all students for success.

Accomplishments

- Spearheaded a district-wide plan, aligning educational objectives with needs of a diverse student body. This plan focused on academic achievement, enhancing professional development, and integrating cutting-edge technology solutions to enhance learning.
- Ensured high-quality instruction in every classroom using gradual release approaches.
- Developed implementation plan of board-adopted, high-quality ELA and Math curriculum materials.
- Established professional staff development on cultural competency, the introduction of a more diverse curriculum for all students, and significantly enhanced a sense of belonging and community.
- Utilized strategies to boost engagement with parents, community members, and local organizations.

- Used technology to gather, monitor, and analyze evidence of student learning
- Promoted timely responses to student needs through interventions and increased access to support.

Outstanding Achievement

Established clear, and ambitious performance targets for high school improvement and regularly monitored and evaluated progress against those targets for continuous enrichment.

Assistant Superintendent, High School Transformation	Detroit Public Schools Community District	Detroit, MI	07/21-05/23
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Supported the superintendent in the operation of schools and the district; developed a coordinated and comprehensive strategy to improve outcomes for high school students, including graduation rates, college readiness, and attendance; built the instructional leadership capacity of high school leaders and leadership teams with a focus on improved pedagogy, data analysis, intervention, and student engagement.

Accomplishments

- Led the development and implementation of a comprehensive high school transformation strategy, leading to a systemic overhaul of instructional practices and school culture.
- Established and achieved ambitious performance targets resulting in a significant increase in graduation rates, college readiness, and student attendance.
- Utilized district and school data analysis to guide strategic interventions, ensuring programs' impact was measurable and aligned with district goals.
- Enhanced the instructional leadership of high school leaders and teams through focused professional development, improving pedagogy and student engagement.
- Fostered strong relationships with students, families, and community members, integrating their input into school improvement strategies.

Outstanding Achievement

Established specific and ambitious performance targets for high school improvement and regularly monitored and evaluated progress against those targets for continuous enrichment

School Improvement Grant Facilitator/Mointor	State of Michigan Dept. of Education	Lansing, MI	08/16-06/21
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Supported principals and school leaders in adopting systematic methods to enhance education and learning outcomes for all students. Facilitated the coordination of professional learning communities and accreditation efforts district-wide. Contributed to crafting budgets that are both reasonable and necessary, aligning with state reform plans, school improvement grants, and identified needs.

Monitored and Assessed:

- School Improvement Grant plans and budgets before submission by schools and districts.
- The effectiveness of school, communication, materials, and processes and distributing information about implementation and improvement plans.
- School alignment with need assessments aimed at boosting student achievement.
- Utilization of school data for informed decision-making in instructional programming.
- School data on student growth and achievement outcomes.
- Quality of professional development activities tied to school improvement grants.

Offered technical support to schools in areas such as:

- Adopting school reform models, including transformational and turnaround strategies.
 - Applying strategies and incentives to boost student achievement.
 - Establishing clear and rigorous evaluation systems for teachers and principals that measure student growth.
 - Creating mechanisms to enhance family and community engagement.
 - Formulating assessment tools and strategies for various instructional methods tailored to individual student needs.
 - Crafting strategies to extend learning time.
 - Designing operation plans for schools that ensure sustainability, enhance student achievement, and raise graduation rates.
 - Providing professional development with state and national standards.
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Outstanding Achievement

Led a low-performing SAT score high school to achieve a cut score of 34.68 within a three-year period – raising the school out of the bottom 5% academically in the state.

Director of Finance & Operations Consultant	Oakland County, Academy of Media and Technology	Pontiac, MI	09/15-06/16
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Oversaw daily business operations, allocated resources, and executed an operational plan to guarantee procedural adherence. Managed the district's financial matters, encompassing accounting, reporting, fund management, and strategic planning. Compiled revenue and expense data to support negotiation efforts.

Accomplishments

Led financial planning, initiatives, and report on financial performance.

- Administered an effective program for accounting of all state and federal programs, including reporting and online submissions processes.
- Managed purchasing and bid procedures and accounted for all expense vouchers.
- Developed, implemented, monitored, and controlled contract processes for outsourced functions (food service, transportation, custodial, grounds, maintenance, and clerical).

Led tactical accounting programs and policies:

- Implemented and monitored accounting control systems.
 - Implemented procedures essential to the preparation, administration, supervision, and control of the budget.
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Oustanstanding Achievement:

Implemented a one-year deficit elimination strategy that improved the school's financial standing. This was achieved by revamping procurement procedures, cutting operating costs and reducing debt, which transformed the budget from persistent losses to financial stability

District Turnaround Specialist	Benton Harbor Public Schools	Benton Harbor, MI	09/14-07/15
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Oversaw the implementation, monitoring, and evaluation of school turnaround efforts aimed at enhancing student achievement in targeted schools. Worked closely with principals and staff to forge robust relationships and ensure initiatives were executed efficiently and within budget.

Led School Improvement Efforts

- Consulted with school leadership to prioritize school improvement interventions and align resources to achieve maximum results on a monthly basis.
- Identified potential issues/obstacles and proactively took action to implement solutions.

- Utilized specific data to assess performance, drive goal completion, and to make decisions to address support needs – deployed rapid-response teams to effect change.
- Coordinated implementation of school support systems, including progress analysis, service-gap analysis and improvement recommendations.
- Employed technology in new and creative ways to enhance and increase communication.

Led efforts to improve student success:

- Collaborated with school leadership teams to establish effective methods for addressing student behavior, academic, social, and emotional issues.
- Participated in team-based processes to create positive conditions for student learning.
- Coached school staff in techniques to raise student achievement levels and accounted for effective planning of continuous improvement and implementation efforts.

Outstanding Achievement

Led district middle school, Montessori, and high school from 9% compliance (40th percentile) with the Michigan Department of Education School Improvement Grant division to 91% (80th percentile) by year end – as a result, all three schools were able to retain their school improvement grant.

Teaching and Academic Experience

Principal	Flint community schools' Pre-Kin-5	Flint, MI	2009-2011
School Improvement Facilitator	Utopia Service LLC	Canton, MI	2008
Principal	Highland Park Public Schools	Highland Park, MI	2002-2004
Assistant Principal	Detroit Public Schools	Detroit, MI	2000-2002
Physical Education Teacher	Detroit Public School K-12	Detroit, MI	1993-1999

Professional and Academic Organizations

- Member, Phi Beta Sigma Fraternity, Zeta Tau Sigma Chapter President
- Wayne County Deputy Sheriff Reserve Unit, Rank of Lieutenant
- King David Grand Lodge AF & AM, Golden Square #35, Past Worshipful Master,
- Budget Director Detroit Shriners, Eureka Temple #1, Assistant Rabban
- Member, University of Michigan Alumni Association

Grants and Awards

Excellent presentation	State of Michigan Department of Education	2017
King-Chavez Parks Scholarship	Eastern Michigan University	1999

Captain's Honor	University of Michigan	1989
All-Conference	University of Michigan	1986-1989
All Big Ten	University of Michigan	1989-1989
Athletic Scholarship in Track and Field	University of Michigan	1985-1989

Affiliations

Salvation Army	Feeding the homeless
Chadsey High School-Detroit, Detroit Public Schools	Head Track coach
Meals on wheels	Community Support

Presentations

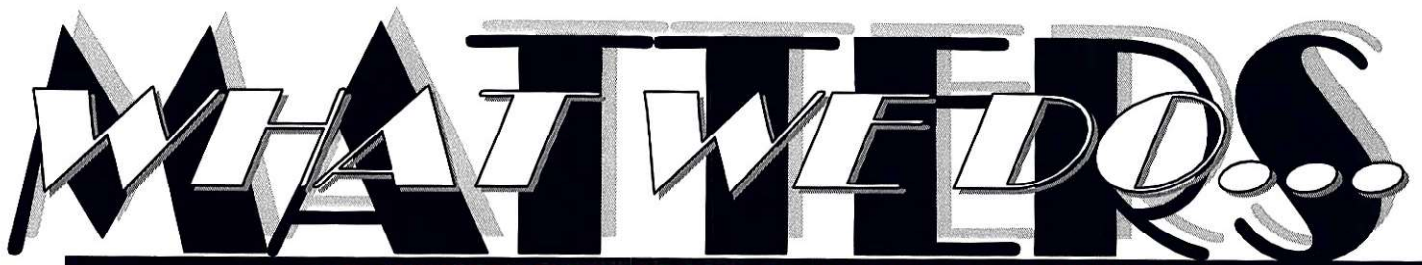
"Five Dysfunctions of a Team"	School Improvement Grant Meeting	State of Michigan	2020
"The Four Data Domains for School Success"	School Improvement Grant Meeting	State of Michigan	2019
"The 10 Principles of servant, leadership: Tools for Leaders"	Public School Conference	Detroit Public Schools	2019
"Four Steps to School Turnaround"	Principal's Conference	State of Michigan	2018
"The Good, The Bad, and The Ugly: The Correlation of Business to Educational Practices"	State of Michigan Conference	State of Michigan	2017

Dissertation Research, Description, and Publication

Tiller, Claude John, Jr	American College of Education	ProQuest Dissertations Publishing	8/2020
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"School Improvement Grant Funded Academic Programs: A Quantitative Correlation Analysis Study"

"In 2009 President Barack Obama signed into law the American Recovery and Reinvestment Act (Dragoset, et al., 2017). The Recovery Act served as the financial umbrella which helped to allocate \$3 billion to fund School Improvement Grants to support states and school districts in championing original, innovative programs as well as to hire staff to narrow the academic achievement gap (Dragoset et al., 2017). The problem was the limited research on the extent to which math and reading intervention programs funded by the School Improvement Grant have impacted academic achievement. The purpose of this quantitative correlational analysis study was to determine if a correlation exists between the inclusion of School Improvement Grant funded academic programs and Scholastic Assessment Test scores in math and reading in a large urban school district in a northern U.S. State."



ECORSE COMMUNITY HIGH SCHOOL

Mr. Michael Barclay, Principal

Mr. Treyvon Harlin, Assistant Principal

Dr. Charlene Mallory, Assistant Principal/CTE Director

To Whom It May Concern:

It is my genuine pleasure to compose this Letter of Recommendation for Dr. Claude Tiller Jr., the former Superintendent of Green Bay Area Public Schools and former Assistant Superintendent of Detroit Public Schools Community District. Over the span of 27 years, I have had the privilege of knowing Dr. Tiller, and throughout this time, his unwavering commitment to excellence in both work and character has remained consistently exemplary. Dr. Tiller stands out as one of our most outstanding educators.

As Principal at Ecorse Community High School, earmarked in 2019-2024 for redesign, it was imperative to collaborate with an advanced educator who shared a similar vision, competence, drive, dedication, and urgency to enhance the quality of education for Ecorse students. Dr. Tiller perfectly embodies these qualities. Beyond mere rhetoric, he lives up to these standards every day. The following highlights only a glimpse of his numerous commitments.

Dr. Tiller consistently champions equity and student learning, enhances teacher capacity, spearheads the district's instructional processes, and actively serves the community. As an educator, he employs diverse data sources, motivating students, teachers, parents, and administrators to actively contribute to shaping a vision of learning. Moreover, in both Green Bay Area Public Schools and Detroit Public Schools Community District, Dr. Tiller utilized a diverse range of communication styles to convey the school's vision with integrity to all stakeholders, successfully engaging teaching and administrative staff in aligning programs, policies, and procedures.

Integral to the cultivation of our school's culture, Dr. Tiller consistently acknowledges and celebrates the accomplishments, successes, and contributions of all stakeholders. Fostering relationships, he plans, shapes, and implements inclusive and equitable instructional programs, contributing to the creation of a district culture that supports professional development and staff reflection. Dr. Tiller ensures opportunities are created and barriers removed to guarantee the success of all students. Dr. Tiller has fostered a culture that values continuous evaluation and honest feedback to ensure learning for both staff and students.

Dr. Tiller's work ethic and dedication are beyond reproach. He generously dedicated his time to working with the Wayne County Sheriff Department as a Lieutenant.

In his decades of service to the Education Community, Dr. Claude Tiller Jr. has made invaluable contributions. It is with pride that I offer him my wholehearted recommendation.

Sincerely,


Michael C. Barclay, Principal Ecorse High Schools (313.622.1040)

2626 Hogan Road
East Point, GA 30344

T: 404-669-8060
F: 404-393-1491

www.theriseschools.org
facebook.com/theriseschools



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East Point, GA 30344

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F: 404-393-1491

www.theriseschools.org
facebook.com/theriseschools

To Whom It May Concern

I am pleased to write this letter of reference for Dr. Claude Tiller who currently serves as our School Superintendent at RISE Preparatory Charter School for the 2024-2025 school year.

Throughout his tenure, Dr. Tiller demonstrated exceptional leadership, a deep commitment to educational excellence, and an unwavering dedication to fostering a positive school culture. He possesses a remarkable ability to connect with scholars, staff, and the community, ensuring that everyone feels valued and heard.

One of Dr. Tiller's greatest strengths is his strategic vision for educational improvement. His forward-thinking approach is exactly what is needed in a Superintendent to navigate the challenges facing our schools today. Dr. Tiller excels in our building as well as maintaining relationships with our various stakeholders. He actively seeks input from parents, teachers, and community members, fostering an environment of collaboration and transparency. This inclusiveness enhances all levels of trust for all stakeholders in the school and beyond.

In addition to his professional qualifications, Dr. Tiller brings a genuine passion for education and an inspiring vision for the future of our schools. He continues to lead with integrity and innovation as a Superintendent.

I wholeheartedly recommend Dr. Claude Tiller for any position where he can continue to champion his skill set and the well-being of scholars, their families, schools and surrounding communities. Dr. Tiller will be an invaluable asset to any school district. If you have any questions or need further information, please feel free to contact me at 706-341-9148 or gomcook@gmail.com.

Sincerely,

Tiffany Cook, M.Ed., M.A.T.
Director of Programs & Special Services
RISE Preparatory Charter School

Communication from Dr. John Telford
8900 E. Jefferson #513 Detroit MI 48214
cell 313-460-8272
Email drjohntelfordedd@aol.com

May 7, 2024

To: The Board Members of the Antietam School District

Re: Dr. Claude Tiller Jr,

Outstanding Assistant Superintendent/Ombudsman

During my tenure as Superintendent in the Detroit Public Schools it was my pleasure to work with Dr. Tiller. He is an individual of great integrity, and he is committed to the well-being of students and to determining that they excel academically and socially. He has a proven record of accomplishment in raising criterion- and norm-referenced data on the students. He orchestrated the improvement of Adequate Yearly Progress in *every school* in which he administrated. His passion for education and his drive to affect his student's, staff's, and community's success is commendable. Challenges energize and motivate him. He will be an asset to any school district as your new superintendent of schools. Should you wish to have further information regarding Dr. Tiller's stellar abilities, feel free to contact me via the information above.

Sincerely,



John Telford

Deputy Superintendent (retired), Rochester Community Schools
Superintendent (former), Madison District Public Schools

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American College of Education

101 West Ohio Street Suite 1200
Indianapolis, IN 46204
www.ace.edu

Date: 4/8/2021

Page 1 of 3

Student: Claude John Tiller Jr		Student ID: [REDACTED]	DOB: 05/07	Original Start Date: 8/21/2017	Student GPA: 3.880000
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Program: Ed.D. in Leadership Enrollment #: [REDACTED] Status: Graduate Start Date: 8/21/2017 Grad Date: 9/20/2020 Term: OPEN Open Term RES6500# Dissertation Workspace Term GPA: 0.00 Cum GPA: 0.00					
Term: 17AUG21	August 21, 2017	8/21/2017	9/24/2017		
LEAD6001	Introduction to Advanced Studies	1.00	1.00	B	3.00
Term GPA: 3.00	Cum GPA: 3.00	1.00	1.00		3.00
Term: 17OCT0210	October 02, 2017 10 Week	10/2/2017	12/10/2017		
LEAD6123	Management of Financial Resources	3.00	3.00	A	12.00
RES6003	Applied Statistics	3.00	3.00	A	12.00
Term GPA: 4.00	Cum GPA: 3.86	6.00	6.00		24.00
Term: 18JAN0810	January 08, 2018 10 week	1/8/2018	3/18/2018		
LEAD6173	Global Perspectives	3.00	3.00	A	12.00
RES6033	Qualitative Research Designs	3.00	3.00	A	12.00
Term GPA: 4.00	Cum GPA: 3.92	6.00	6.00		24.00
Term: 18APR09	April 9, 2018	4/9/2018	5/13/2018		
SEM6601	Doctoral Seminar I	1.00	1.00	C	2.00
** Indicates Retaken Course R* Indicates Retaken Override					
David Gaston Registrar					# Indicates Pass/Fail Course ♦ Indicates Associated Course

Date: 4/8/2021

Page 2 of 3

American College of Education

101 West Ohio Street Suite 1200
Indianapolis, IN 46204
www.ace.edu

Student: Claude John Tiller Jr		Student ID: [REDACTED]		DOB: 05/07	Original Start Date: 8/21/2017		Student GPA: 3.880000	
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points			
Term: 18OCT0110 October 1, 2018 10 Week 12/9/2018								
LEAD6143	Strategic Operations Planning and Innovation	3.00	3.00	A	12.00			
RES6512#	Research Concept Paper	2.00	2.00	P	0.00			
		5.00	5.00		12.00			
Term GPA: 4.00		Cum GPA: 3.86						
SAP Met								
Term: 19JAN0710 January 07, 2019 10 Week 3/17/2019								
LEAD6163	Management of Human Capital	3.00	3.00	A	12.00			
RES6521#	Research Methodology	1.00	0.00	NP	0.00 **			
		4.00	3.00		12.00			
Term GPA: 4.00		Cum GPA: 3.88						
SAP Met								
Term: 19APR0810 April 08, 2019 10 Week 6/16/2019								
RES6223#	Dissertation Boot Camp	3.00	3.00	P	0.00 **			
RES6521#	Research Methodology	1.00	1.00	P	0.00			
		4.00	4.00		0.00			
Term GPA: 0.00		Cum GPA: 3.88						
SAP Met								
Term: 19JUL0810 July 08, 2019 10 Week 9/15/2019								
RES6531#	Literature Review	1.00	0.00	NP	0.00 **			
		1.00	0.00		0.00			
Term GPA: 0.00		Cum GPA: 3.88						
SAP Met								
Term: 19SEP3010 September 30, 2019 10 Week 12/8/2019								
RES6223#	Dissertation Boot Camp	3.00	3.00	P	0.00			
RES6531#	Literature Review	1.00	1.00	P	0.00			
64.0 credits met by Ed.D. pathway fulfillment								
Ed.D. in Leadership		GPA: 3.88		43.00	39.00			

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points		
Term: 20JAN0610 January 06, 2020 10 Week 3/15/2020							
RES6541#	Finalizing the Dissertation Proposal	1.00	1.00	P	0.00		
		1.00	1.00		0.00		
Term GPA: 0.00		Cum GPA: 3.88					
Term: 20APR0610 April 06, 2020 10 Week 6/14/2020							
RES6551#	Analyzing the Dissertation Research	1.00	1.00	P	0.00		
		1.00	1.00		0.00		
Term GPA: 0.00		Cum GPA: 3.88					
Term: 20MAY18 May 18, 2020 5/18/2020 6/21/2020							
LEAD6031	Doctoral Leadership Seminar II	1.00	1.00	A	4.00		
		1.00	1.00		4.00		
Term GPA: 4.00		Cum GPA: 3.88					
SAP Met							
Term: 20JUL0610 July 06, 2020 10 Week 7/6/2020 9/13/2020							
RES6302#	Defending the Dissertation	2.00	2.00	P	0.00		
		2.00	2.00		0.00		
Term GPA: 0.00		Cum GPA: 3.88					
64.0 credits met by Ed.D. pathway fulfillment							
Ed.D. in Leadership		GPA: 3.88		43.00	39.00		

** Indicates Retaken Course
R* Indicates Retaken Override

David Gaston
Registrar

Indicates Pass/Fail Course
♦ Indicates Associated Course

** Indicates Retaken Course
R* Indicates Retaken Override

David Gaston
Registrar

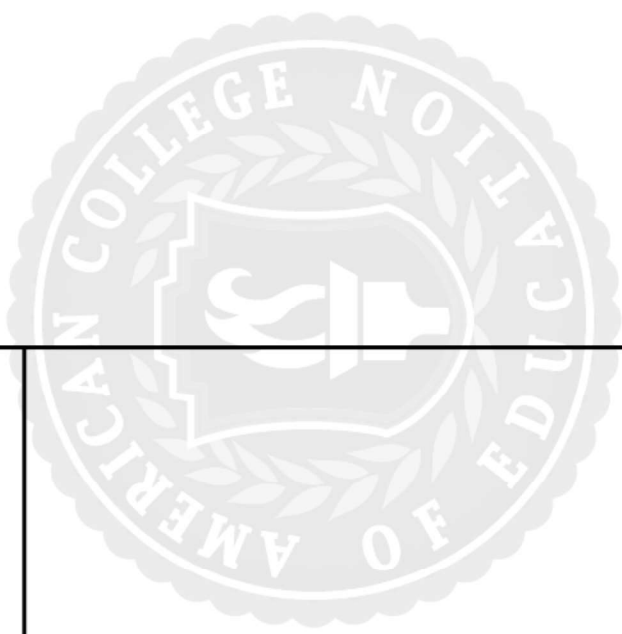
Indicates Pass/Fail Course
♦ Indicates Associated Course

American College of Education

Date: 4/8/2021

Page 3 of 3

101 West Ohio Street Suite 1200
Indianapolis, IN 46204
www.ace.edu

Student: Claude John Tiller Jr		Student ID: [REDACTED]		DOB: 05/07		Original Start Date: 8/21/2017		Student GPA: 3.880000			
Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points
Credentialed awarded for Ed.D. in Leadership enrollment											
<u>Credentialed</u>		<u>Date Awarded</u>		<u>Date Cleared</u>							
Doctor of Education		9/20/2020		10/15/2020							
*** End of Transcript ***											
											
** Indicates Retaken Course						David Gaston		# Indicates Pass/Fail Course			
R* Indicates Retaken Override						Registrar		♦ Indicates Associated Course			

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records
101 West Ohio Street, Suite 1200
Indianapolis, Indiana 46204
registrar@ace.edu

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master/Bachelor level programs and 10 week terms, 4 terms per year for Doctorate level program/certificates.

Until January 01, 2013, the College operated under the quarter credit system. As of January, 2013 the College began offering semester credit programs and courses to all new incoming students, all re-entering students and all students changing their program. Semester credits for all other students began June 03, 2013. Beginning June 2013, all quarter credits were converted to semester credits. All cumulative totals for students who have attended under both types of credit are expressed in semester credits. All credits on this transcript have been converted to semester credits using this formula: quarter credits were converted to semester credits by dividing the number of quarter credits by 1.5 (for example, 36 quarter credits ÷ 1.5 = 24 semester credits.)

ACCREDITATION

American College of Education is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone: (800) 621-7440. For specific program information, please refer to the Catalog (available at www.ace.edu).

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and MAY NOT be released to, or accessed by, outside agencies or third parties without the written consent of the student concerned.

COURSE NUMBERING SYSTEM

3000-4999 Baccalaureate Level Courses
500-599 Graduate Level Courses
5000-5999 Graduate Level Courses
6000-6999 Doctorate Level Courses

GRADING SYSTEM

Grade	Description	Grade Point Value
A	Excellent	4.0
B	Good	3.0
C	Average	2.0
D	Poor	1.0
F	Failure	0
W	Withdrawn	N/A
P*	Pass	N/A
NP*	Non-Pass	N/A
TR*	Transfer Credit	N/A
I**	Incomplete	N/A
CR*	Credit/Complete	N/A
PR*	Progress	N/A

*Grade is not included in grade point average computation.

**"I" (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to "F" (Failure) grades. "I" grades are not included in the grade point average computation.

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade or "TR" and the name of the institution where the coursework was completed. Transferred credits are counted toward the total program completion credits required for graduation, but are not calculated into the cumulative grade point average.

ACADEMIC STANDING

Students who do not meet the standards for Satisfactory Academic Progress as outlined in the Catalog will fall out of good standing. A cumulative grade point average of 3.0 ("B") or higher for graduate and RN to MSN or a cumulative grade point average of 2.0 ("C") or higher for undergraduate and academic progress within the established incremental maximum timeframe indicate that a student is in good academic standing at American College of Education. See the Satisfactory Academic Progress policy in the Catalog for more information (available at www.ace.edu).

All institutional policies can be found in the ACE Catalog: <https://catalog.ace.edu/>

DEGREE REQUIREMENTS

To earn a degree at American College of Education, students must be in good standing, earn a minimum of a 3.0 cumulative grade point average, and complete the program within a maximum timeframe of completion. Program-specific graduation requirements are listed in the Catalog (available at www.ace.edu).

AUTHENTICATION OF THE RECORD

American College of Education's official transcripts are printed on security paper and do not require a raised seal. If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

Any questions regarding the validity of the information you are receiving should be directed to: Office of Registration & Records, American College of Education, 101 West Ohio Street, Suite 1200, Indianapolis, IN 46204, Tel: (800) 280-0307; registrar@ace.edu

STATE OF MICHIGAN

State Board of Education

Department of Education

SCHOOL ADMINISTRATOR CERTIFICATE

awarded to

CLAUDE JOHN TILLER JR

In accordance with Michigan Compiled Laws and Administrative Rules, the holder of this certificate has completed all state requirements for Administrator Certification.

ENDORSEMENTS

CENTRAL OFFICE (AC)

ELEMENTARY & SECONDARY ADMIN K-12 (ES)



Michael F. Rice, Ph.D.
Superintendent of Public Instruction

Issue Date: 01/17/2022
Expiration Date: 06/30/2027
License Number: AD0000194

Certification requirements are subject to change. The certificate holder is responsible for being knowledgeable about current and revised regulations. It is the responsibility of the certificate holder to maintain a valid appropriate certification by meeting the requirements for certificate renewal as prescribed by statute and/or the State Board of Education.

MICHIGAN CODE OF EDUCATIONAL ETHICS

The following ethical standards address the professional educator's commitment and responsibility to (and for):

Code of Ethics https://www.michigan.gov/documents/mde/Code_of_Ethics_653130_7.pdf

The Profession Trust in the educational system depends upon a level of professional conduct and responsibility that may be higher than required by law. This entails holding one and others to the same ethical standards.

Professional Competence Commitment to the highest levels of professional and ethical practice, including demonstration of the knowledge, skills and dispositions required for professional competence.

To Students A primary obligation to treat students with dignity and respect, including promoting the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries.

The School Community Promotion of positive relationships and effective interactions with all members of the school community, while maintaining professional boundaries.

Ethical Use of Technology Consideration of the impact of consuming, creating, distributing and communicating information through all technologies. Vigilance to ensure that appropriate boundaries of time, place and role are maintained when using electronic communication.

ADVISORY TO EDUCATOR

In accordance with Public Act 96 of the Public Acts of 1995, it is a criminal misdemeanor to : use a suspended, surrendered, revoked, nullified, fraudulently obtained, altered or forged educator certificate, or a certificate of another person.

TO BE EMPLOYED AS AN EDUCATOR IN MICHIGAN THE EDUCATOR OATH MUST BE SIGNED, NOTARIZED, AND SUBMITTED TO YOUR EMPLOYER.
THIS IS AN OFFICIAL CERTIFICATE ONCE SIGNED AND NOTARIZED.

EDUCATOR OATH - STATE OF MICHIGAN

I do solemnly swear (or affirm) that I will support the Constitution of the United States of America and the Constitution of the State of Michigan, and that I will faithfully discharge the duties of the office of educator according to the best of my ability.

This certificate was subscribed and sworn to before me, along with picture identification, on _____

Notary Print Name

Notary Signature

Commission Expires: _____

Notary Seal