

Genell Marshal 1

Objective: Seeking the position of Educational Leadership Coach

Qualifications:

- Exceptional leadership, management, problem solving, communication, coaching and interpersonal skills.
- Dedicated professional with an enthusiastic and passionate commitment to deliver and achieve quality programs while maintaining a positive work environment.
- Outstanding ability to promote ideas and motivate people to accomplish results through collaborative efforts.
- Results oriented individual able to work independently and as an effective team member.
- Effective initiator, facilitator, and member on multiple committees at District, County and State levels.
- Efficient technology utilizer for report development, scheduling and data generation.
- Successful manager of staffs of up to 70 employees, both certificated and classified.

Education:

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| • California Administrative Credential Program | St. Mary,s College
Moraga, California | 1994 |
| • Specialists Degree Program Educational Administrative & Supervision | Georgia State University
Atlanta, Georgia | 1989 |
| • Masters of Education Elementary Education | Georgia State University
Atlanta, Georgia | 1982 |
| • Bachelors of Science Elementary Education | East Tennessee State University
Johnson City, Tennessee | 1973 |

Employment:

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| • Educational field Supervisor
Course Instructor | Brandman University
Walnut Creek, CA | 2011 - Present |
| • Director of Curriculum | Antioch Unified School District
Antioch, CA | 2003 -2008 |
| • Principal | (K-5) Turner Elementary
Antioch, CA | 1995-2003 |
| • Vice Principal | (K-6) Belshaw Elementary
Antioch, CA | 1991 – 1995 |
| • Assistant Principal | (K-5) Minor & Hopkins Elementary
Lilburn, GA | 1987- 1990 |
| • Classroom Teacher | (6-8) Sweetwater Middle,
Lawrenceville, GA
Saint Bartholomew Middle Miramar, FL
Lilburn Middle, Lilburn, GA | 1974 - 1987 |

Professional Accomplishments:

As District Director of Curriculum and Staff Development, improve district and site programs, staff quality, and student achievement

- Recruit, train, and implement a Literacy Coaching Program. Establish and direct a District Literacy Task Force leading to the development of a *Five-Year Literacy Plan, Elementary and Secondary Literacy Resource Binders*, and a *Coaching Tool Kit*
- Manage and support over \$5M of categorical programs including:
 - BcfSA (Beginning Teacher Support and Assessment)-Over 80 beginning Teachers and 50 Support Providers in 20 K-12 schools.
 - VAPA (Vocational and Performing Arts) – A 25 member task force representing all community and district stakeholders who developed and implemented an art/music plan to expend over \$1M
 - Title 11-22 Literacy Coaches providing training and individual classroom support district wide
- Facilitate, organize and conduct professional development regarding instructional strategies in all areas of curriculum for K – 12 teachers and administrators including;
 - New principal training and new teacher orientation
 - Structured student engagement
 - English Learner Strategies
 - Metacognitive comprehension strategies
 - Intervention strategies
 - + PAR/BcfSA (Peer Assistance Review/Beginning Teacher Support and Assessment) Induction
 - Professional Learning Communities
- Implement data driven decision-making strategies to analyze a variety of achievement and demographic data. Use results to lead the district and schools in the development and implementation of site plans, walk throughs, program development, and intervention programs to increase student achievement.
- Manage all aspects of Curriculum and Standards-based Instructional Program development assuring coordination and K – 12 articulation.
- Develop the K – 12 textbook budget and allocations to sites as well as lead and conduct the district wide cycle of textbook adoption; preview, pilot, selection, training and implementation.
- Increase school and community communication by authoring and hosting *Education Alive*, a weekly Channel 25 television program showcasing students, teachers and school programs.
- Increase accountability and compliance with state and federal programs by conducting collaborative conversations, site plan and document reviews, and focused walk-throughs.
- Recruit, interview, hire, supervise, support and evaluate certificated and classified staff to ensure high-quality staff performance.
- Develop and manage budgets with fiscal responsibility with a focus on children as the priority.
- Communicate regularly and effectively with the School Board, schools, other district departments and parents regarding programs and policies.

Training:

PEBC Coaching Training
Denver, CO

Cognitive Coaching Training
by Laura Lipton

Time Management

ASCA Year Long Curriculum
and Instruction Academy

Professional Learning
Communities Training

California School Leadership
Academy

FRSI (Facts Rules Impact
Suggestions Knowledge)

California School Leadership
Academy

ACSA District Office Worker
Training

University of Connecticut
Training in Differentiated
Instruction

Marketing Public Education
Contra Costa Office of
Education

Fiscal Management of
Categorical Programs

Literacy Connection

Ruby Payne Training

Professional References: