# Carla F. Shelton

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## Professional Summary

- Enthusiastic school leader who advocates for student and faculty continuous improvement programs focused on raising students' academic achievement, improving educators' instructional skills, and encouraging community involvement.
- Experienced school leader committed to developing the whole child, creating healthy, safe learning environments, and establishing a culture of excellence at all levels.
- Innovative leader focused on providing students with a rigorous program of study, along with the confidence, tools, and skills required to build and advance toward college, career, and life readiness.
- Proactive leader with a proven track record of collaborating with innovative professionals to improve instructional practices and raise student achievement to the highest level.
- Student-focused leader who forges strong relationships with all school community members and strives to cultivate, maintain and strengthen stakeholder relationships continuously.

## Core Competencies

- AdvancED/Cognia Accreditation
- Curriculum Planning and Improvements
- Data Teams Model
- Google Classroom
- Google Tools for Educators
- Leadership Development and Evaluation
- MindSet Safety Management Training
- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Intervention and Supports (PBIS)
- School Improvement and Strategic Planning
- Visible Learning and Teaching
- Wraparound Services Model of Support
- YouScience Inventory

## Education

**Ed.S. Degree in Educational Leadership and Supervision** July 2001
Lincoln Memorial University, Harrogate, Tennessee

**M.Ed. Degree in School Counseling** June 1996
Augusta State University, Augusta, Georgia

**B.S. Degree in Special Education** May 1988
Fitchburg State College, Fitchburg, Massachusetts
Graduated Magna Cum Laude
Certification in Elementary Education

## Experience

***PRINCIPAL***
Greenbrier High School, Evans, Georgia 2018 -Present

Presently serving in the position of principal. As principal, my primary responsibility is to provide instructional leadership and implement a cohesive educational program at the high school level. Additional areas of responsibility include but are not limited to the following: Build and sustain a school vision; Share leadership; Lead a learning community; Utilize data to make instructional decisions; Monitor curriculum, instruction, and assessment; Oversee the school climate to include fostering and sustaining the school climate, addressing internal and external dynamics at work in the school, establishing a learning environment based on high expectations and respect for all individuals, managing conflict and crisis in a timely and expert manner, and practicing shared decision making; Provide human resource administration to maintain effective operations; Oversee the teacher evaluation process; Provide school management and local school operations oversight; Manage communication and community relations at the local school; Maintain professionalism and a cohesive learning environment; Support continual student achievement, and Perform other duties as assigned.

***PRINCIPAL***
Thomson High School, Thomson, Georgia 2016 - 2018

Served in the position of principal. As principal, my areas of responsibility included but were not limited to the following: Supervised, hired, and directed assistant principals, teachers, educational assistants, and support staff; observed and evaluated certified and non-certified staff; guided faculty and staff in all initiatives to raise student achievement; provided purpose and vision for the school; managed all human resources to ensure an orderly work and learning environment; developed and implemented effective professional learning communities; designed the school's master schedule to positively impact student achievement; participated in curriculum planning and development; and designed and implemented vital student support programs.

***PRINCIPAL***
Harlem Middle School, Harlem, Georgia 2007 – 2016

Served in the position of principal. As principal, my areas of responsibility included but were not limited to the following: Supervised, hired, and directed administrators, teachers, educational assistants, and administrative support staff; observed and evaluated certified and non-certified staff; guided faculty and staff in all initiatives to raise student achievement; provided purpose and vision for the school; managed all human resources to ensure an orderly work and learning environment; developed and implemented effective professional learning programs; designed the school's master schedule to positively impact student achievement; participated in curriculum planning and development; and designed and implemented an effective *Response to Intervention* program.

***ASSISTANT PRINCIPAL***
Harlem High School, Harlem, Georgia 2004 - 2007

Served as registrar; constructed the school's master schedule; supervised all student services activities; supervised after-school instructional programs; High Schools That Work Coordinator; facilitated all school improvement and reform efforts to include data collection and action plan evaluation; disciplinarian for ninth through eleventh-grade students; supervised special education teachers and programs; supervised and evaluated certified and non-certified faculty and staff; and conducted student support team meetings.

## Experience

***SCHOOL COUNSELOR***
Harlem High School, Harlem, Georgia 1999 - 2004

As a school counselor at Harlem High School, I was responsible for counseling students in grades nine through twelve concerning academic, career, and post-secondary issues. The scope of my responsibility was diverse and included developing and implementing a comprehensive school-wide advisement program, a rising-ninth grade advisement program, and an after-school program. These programs provided academic support to students, allowed them to regain lost credit, and assisted students in preparing for college entrance exams. As a school counselor, I assisted with designing and supervising a career center for students in grades nine through twelve, assisted with developing the school's master schedule, and helped with all school improvement and reform efforts to include data collection and action plan evaluation.

***INTERRELATED SPECIAL EDUCATION TEACHER***
Lakeside High School, Evans, Georgia 1995 - 1999

Responsible for teaching communication skills to students with learning disabilities in grades nine through twelve; designed and implemented individualized education programs; developed accommodations and strategies for general education teachers to implement with inclusion students; responsible for scheduling students in general and special education classes; responsible for administering and interpreting education assessments; and responsible for conducting parent-teacher conferences.

## Certificates

***Georgia Department of Education***
Educational Leadership (P-12)
Elementary/Middle Grades (4-8)
School Counseling (P-12)

***Massachusetts Department of Elementary and Secondary Education***
Elementary Education (1-8)
Special Education (P-12)

## Accomplishments

- Author of *The Exceptional Teacher's Handbook: The First-Year Special Education Teacher's Guide for Success* (3rd Edition) Corwin Press
- Author of *Best Practices for Effective Secondary School Counselors* Corwin Press
- Conference Presenter ASCD, NTPN, NASSP, HSTW, and GSC
- Certified National Principal Mentor [National Association of Elementary School Principals]

## References

Furnished upon request