

SHELLEY JONES-HOLT, Ed.D.

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www.LeadershipLegacyConsulting.com

www.FamilyLegacy5.com non-profit

Experienced C-level executive leader and university instructor specializing in helping organizations to **facilitate systemic change, fix systemic problems, launch complex projects, repair broken lines of communication, and facilitate collaboration** specializing in challenging topics such as social justice, equity, diversity, inclusion and cultural proficiency. Superlative ability to lead courses and teams by honing in and capitalizing on each person's passions and strengths to ensure engagement, motivation, productivity, and retention. *Possess an unparalleled hunger and drive for student, adult and company success.* Respected for straight-talking approach to solving problems, resolving differences, presentations and coaching; willing to give and receive difficult feedback. Unique ability to cut through the noise to uncover, and address, the real issues that are hindering morale, progress, or goal attainment. Fluent in read and spoken Spanish.

Areas of Expertise:

Diversity, Equity, Inclusion, Belonging | Cultural Proficiency | Anti-Racism | Social Emotional Learning | Strategic Planning | Change Management | Speaking & Motivation | Team Leadership & Motivation | Instructional Leadership | Human Resources Management | Professional Development | Restorative Practices | Restructuring | Presentations | Community Engagement/Public Relations | Cost/Benefit Analysis | Expense Control | Financial Analysis Management | Hiring, Mentoring, Supervising, & Evaluating | Learning & Development Project Supervision | Legislative Policy Creation & Analysis | Data Analysis

UNIVERSITY EXPERIENCE

Alder University, California 2021 - Present

ADJUNCT PROFESSOR, *Teacher Education and Certification Program*

California State University, Sacramento 2021 - Present

ADJUNCT PROFESSOR, *Educational Leadership Doctoral Program*

California State University, San Bernardino 2015 - 2018

ADJUNCT PROFESSOR, *Educational Leadership Program*

Re-wrote curriculum and syllabus for Curriculum, Instruction, and Assessment in Administrative Leadership course.

Grand Canyon University, Online 2014 - 2017

ADJUNCT PROFESSOR, *Education Administration and Teaching Credential Programs*

California State University, Sacramento 2006 - 2009

ADJUNCT PROFESSOR, *Education Administration and Teaching Credential Programs*

PUBLICATIONS

Upcoming Publication

Jones-Holt, S., (Spring/Summer 2023). Working Title: [Speaking of Race: Personal Preparation Guide for Interracial Conversations about Race](#). *International Institute of Restorative Practices*.

Jones-Holt, S. & Clarke-Louque, A., (March/April 2021). [Equity Partnerships for Family Leadership Development](#). *ACSA Leadership Magazine*.

Jones-Holt, S. & Scruggs-Hussein, T. (June 2020). Creating Meaningful and Sustainable School Climate and Culture [Leadership Moves to Prepare for the 2020 - 21 School Year](#). *Association Supervision Curriculum Development: ASCDEdAdvantage*.

Jones, S. (2008). The Effects of Culturally Responsive Standards Based Instruction on African American Student Achievement [Doctoral dissertation, University of Southern California]

Jones, Shelley. (November/December 2007). [Culturally Responsive Standards Based Instruction](#): What is it? Where did it come from? As an educational leader what does it mean for me?. *ACSA Leadership Magazine*.

AWARDS

ACSA Valuing Diversity Award

Association of California School Administrators, November 2016

Valuing Diversity Administrator of the Year

Association of California School Administrators, Region 12 April

Leadership in Creating Systems for Equity Appreciation Award

California Association of African American Superintendents and Administrators, September 2016

California's Challenge: Adequately Funding Education in the 21st Century Report

Education Legal Alliance Funding Adequacy Committee Member

California School Boards Association, November 2015

National Emerging Leader Award

Association for Supervision and Curriculum Development, 2013

Honorable Achievement Recognition for Improving Student Learning and Staff Experience in Secondary Education

Twin Rivers Unified School District, June 2009

Educational Partnership Award

Sacramento State University, May 2005

Closing the Achievement Gap Award

Bret Harte Elementary School, June 2003

Governors Performance Award

Oakland Unified School District, September 2002

EDUCATION

University of Southern California, Los Angeles 2008

DOCTORATE OF EDUCATION, *Urban Educational Leadership K-12*

California State University, Sacramento 2005

MASTER OF ARTS, *Education Administration (Urban Education Cohort) & Administrative Credential*

California State University, Hayward 2002

Cal State Teach Credential Program; Multiple Subjects Teaching Credential

University of California, Berkeley Haas School of Business 2001

Business for Arts, Science, and Engineering Students (B.A.S.E.) program

Six-week intensive business program designed to give students basic course training in finance, accounting, marketing, and organizational behavior equivalent to that received by business majors and satisfactory completion of minor.

University of California, Berkeley 2000

BACHELOR OF ARTS, *Psychology*

LEADERSHIP PREPARATION AND PROFESSIONAL GROWTH

Michigan Association of School Administrators: First Year Superintendent Academy Graduate 2019

Association of California School Administrators: *Personnel Academy* 2017

International Institute for Restorative Justice: *Trainer of Trainers* June 2017

Courses for Success: *Essential Human Resources 3 Course Training* 2016-2017

Association of California School Administrators: *Student Services Academy* 2015-2016 Cohort

California School Boards Association: Equity Committee and Masters in Governance Trainer 2015 - 2017

California Association of African American Superintendents and Administrators:
Aspiring Superintendent's Academy 2013 - 2016

ProAct Superintendent Search Firm: *SUPES Academy* 2011-2012

Pennsylvania Aspiring Superintendents Institute March 2011

Learning Focused Solutions: *Trainer and Consultant* July 2010 - June 2016

Sylvia Alvarez Data Analysis Training November 2004

PROFESSIONAL EXPERIENCE

Leadership Legacy Consulting, LLC, Nationwide 2004 - Present

FOUNDER/CHIEF EXECUTIVE OFFICER

Created and operated a cadre of organizations whose mission is the elimination of the school to prison pipeline through the creation of pipelines to college, career and life for our youth and those who have devoted their lives to serve them. Created and completed trainings related to

- ⇒ **Educational Consulting:** Utilizing the workshops, seminars, training, and keynote addresses to build the skills of educators, law enforcement, community members and legislative leaders as a *Professional Learning Facilitator*. Topics focus on equity leadership, cultural proficiency, anti-racism, instructional strategies, trauma informed practices, critical relationship building, restorative approach, leadership coaching, student and employee progressive discipline, Positive Behavior Intervention and Supports (PBIS), building systemic organizational structures, and implementing a collaborative Multi-Tiered System of Supports Framework for adults and students in complex times. These efforts have led to decreases in violent and disruptive student behavior, increased employee retention and effectiveness, increases in student achievement of proficiency as high as 40% growth in proficiency, and increases of up to 400% in active community partnerships.
- ⇒ **Family Leadership Consulting:** Created the concept of *Family Leadership Pillars of Generational Success* as a means to helping families to reconnect with one another, balance competing priorities and develop the mindset to collectively build generational wealth. Hundreds of families have been supported by this model which promotes parents building and balancing skills in the areas of Home Leadership, Personal Leadership, Professional Leadership, Relational Leadership and Financial Leadership for themselves with explicit and intentional modeling and involvement of children. These efforts have resulted in dozens of couples going from considering divorce to building businesses together and with their families.

Family Legacy 5, Non-Profit 2019 - Present

Co-FOUNDER/CHIEF EXECUTIVE OFFICER

- ⇒ **Homeownership Mentoring:** Providing customized professional support to youth interested in owning their futures through the acquisition, renovation and monetization of properties.
- ⇒ **Entrepreneurial Apprenticeship:** Connecting entrepreneurial minded and vocationally skilled youth with opportunities to grow their skill sets and business acumen under the tutelage of field experts. Our program provided youth with the thinking that enables them to creatively approach situations with a heart for service and a fiscally lucrative mindset.
- ⇒ **Career and Life Academy:** Created a program for young adults focused on skilled trades and vocational fields to have entrepreneurial mentoring, apprenticeship experiences designed to apply learned skilled trades techniques all while learning to receive support for leadership of their finances, homes, and communities. The program supplemented vocational learnings with courses in financial literacy, home maintenance and management, personal development, relationships, parenting, civic engagement and community leadership. Participants created a network that will help them manage life successfully. This year we are launching the residential component of the program.
- ⇒ **Property Management:** Financial and operational management of over 20 properties. Created and implemented a training, support and coach program to assist clients in managing short- and long-term rentals as a method to build capital to purchase their own homes to create revenue through the pride of home ownership.

Wayne-Westland Community Schools District, Westland, MI 2017- 2019

SUPERINTENDENT, Board of Education

Responsible for all operational and instructional performance and finances for the 12th largest school district in the state of Michigan. Develop and successfully implement a partnership agreement with Michigan Department of Education and Wayne County Regional Educational Support Agency (RESA) designed to support the lowest performing districts in the state. Operating Budget \$120 Million with additional \$170 Million in Bond and Sinking Funding monies.

- ⇒ **Facilities Bond:** Successfully passed a \$158 Million Facilities bond for the first time in district history in every reporting precinct after being in the district just over a year and during the 2018 November election which recorded record numbers of participation.
- ⇒ **Professional Development:** Provided and personally facilitated professional learning for staff, faculty and administrators at all levels in PBIS, Restorative Practices, Social Emotional Skills, Instructional Rounds to calibrate understanding of DOK and Educator Evaluation tool and Talk Sense for developing agency and having difficult conversations with staff, faculty and administrators.

- ⇒ **Partnerships:** Collaborating to create, negotiate and monitor community and business relationships that are mutually beneficial and focus on increasing adult capacity, providing services to students/families and positively impacting student achievement.
- ⇒ **Multi-Tiered System of Support:** Creating system and programs to support students and staff at all 20 sites in the areas of trauma informed climate, culture of respect, social emotional learning surrounded by financial, community service, city and faith-based partnerships in a model designed to increase community support and accountability for the collective success of our schools.
- ⇒ **Systemic Problem Solving:** Initiated, planned and implemented a process of moving towards financial and curricular stability, by identifying practices and systems that needed repair and putting in a strategic plan to address these issues. Instituted systemic cost saving measures while increasing direct service supports throughout the organization. These systemic efforts led to the ability to bring employee compensation to the county average for most of the 8 bargaining groups, systemic decreases in behavioral incidents and increases in attendance and student achievement.

Fontana Unified School District, Fontana, CA 2014-2017

EXECUTIVE DIRECTOR OF STUDENT SERVICES, Office of the Superintendent

DEPUTY CHIEF OF SECONDARY SCHOOLS, Office of the Superintendent

Hired into the district as a member of the superintendent's cabinet responsible for supporting, evaluating and coaching all 7 middle schools within the newly restructured district. Through a focus on building instructional leadership teams and administrator capacity for instructional leadership through data driven instructional analysis, the goal was to both improve Common Core Standards based instructional practice and make student and educator thinking visible. As a result of the growing need for a trauma informed approach in middle schools, asked in second year to transition to student services to form and lead a new department focused on climate, culture and social emotional learning areas. This newly formed department through the Local Control Accountability Plan is designed to support school sites in the areas of climate, culture, and social emotional learning supports and build capacity in strategic leadership, planning and implementation at all levels. Tasked with the responsibility of developing and implementing a departmental 3-5 year plan that emphasized the use of Positive Behavior Interventions and Supports (PBIS), Restorative Practices, Social Emotional Learning Standards and General Education Mental Health based in implementation science for students, staff and community in Fontana.

- ⇒ **Professional Development:** Providing and facilitating PBIS, Restorative Practices, Social Emotional Skills, and Youth Mental Health First Aid for staff, faculty and administrators at all levels
- ⇒ **Systems of Support:** Creating systems and programs to support students and staff at all 45 sites in the areas of climate, culture, social emotional learning, and alternative education in a growth model.
- ⇒ **Professional Development:** Administrator meetings are focused on building systemic leadership capacity that is sustainable through changes coming with new standards and assessments.
- ⇒ **Systemic Leadership:** Collaborating to create and implement systemic procedures for site and district level instruction, operations, communication, and management.
- ⇒ **Data Driven Support:** Creating systems and programs to support administrators and their respective faculties and staff to analyze and implement data driven solutions to instructional and cultural challenges.

Los Angeles Unified School District, Los Angeles, CA 2012-2014

INSTRUCTIONAL DIRECTOR (PRINCIPAL SUPERVISOR), Superintendent's Intensive Support and Innovation Center

As the district is undertaking a massive restructuring effort **my role is to improve student achievement at the lowest-performing high schools and open three small high schools** by evaluating and providing corrective feedback to teachers and administrators regarding instructional practice and building instructional leadership capacity amongst site administrators. Responsible for administrator growth, professional development and coaching. Supervised and evaluated a network of high school principals who each have 200+ faculty and staff.

- ⇒ **Professional Development:** Designed and facilitated monthly principal network meetings to train site administrators and their instructional leadership teams on common core state standards implementation, English learner master plan, Danielson Teaching and Learning Framework, Dowling's 3-Minute Walk Through and Reflective Questioning model of instructional feedback, having productive actionable feedback and courageous conversations, and doing Instructional Rounds. These efforts have increased the amount of time that administrators spend on instructional leadership by 300%.
- ⇒ **Data Driven Instructional Leadership:** Provided schools with training, tools, and supportive coaching to create an intense focus on instructional monitoring and benchmark assessment data dialogues. Developed a system for principals to monitor and document instruction daily and have quarterly academic conferences that result in commitments that are designed to improve instructional practice and accountability for teachers, support staff, and administrators. Create a system for documenting instructional monitoring and data dialogues.

- ⇒ **Systemic Leadership:** Implementing a system of triangulated distributed leadership at network schools to ensure accountability, participation, and ownership of data driven instructional foci at each site. This effort has decreased the amount of time that instructional leaders are spending on operational matters by 50% and both increased and distributed accountability for instructional results throughout the leadership and faculty.

Seaford School District, Seaford, DE 2009-2011

DIRECTOR, Secondary Education

Hired to reverse the lowest-performing district in the state by restructuring the high school into small learning communities replacing ineffective leaders. Managed all aspects of the middle and high school, including a **\$1.2M** discretionary budget excluding salaries and benefits. Supervised 100+ faculty and staff.

- ⇒ **Operations Management:** Spearheaded a requirement for administrators to monitor classroom instruction and student behavior daily, which played a significant role in decreasing expulsions from 14 students to zero, and decreasing suspensions by 45% *in only one year*.
- ⇒ **Systems Implementation:** Fully integrated *Learning-Focused Solutions*, a teacher-planning model that had previously been purchased but was not being utilized. Secured the full cooperation of all teachers and administrators, and made instructional monitoring a district priority. As a result, mathematics achievement *increased 55%* and language arts achievement *increased 48%*.
- ⇒ **Communication:** Corrected communication problems and hostility between the high school and middle school principal by instituting weekly meetings to facilitate dialogue, streamline operations, improve instruction, and create synergies in professional development and collaboration between the faculties at both schools.

Twin Rivers Unified School District, Sacramento, CA 2006-2010

DIRECTOR, Secondary Curriculum & Instruction

PRINCIPAL, Fairbanks Elementary School

ASSISTANT PRINCIPAL, Grant Union High School

Asked to step into the role of Director of Curriculum & Instruction **to play a pivotal role** in integrating four school districts into one, conducting union negotiations, consolidating positions, realigning roles and responsibilities, and training staff on new processes and procedures. Spearheaded academic programs at multiple schools encompassing more than **12,000 students, 600+ faculty and staff, and 12 site administrators;** operating budget of **\$5M**.

- ⇒ **Seamless Integration:** Transitioned four high schools and six middle schools from individual course sequences in math and science to a single-track system *in only one year*, which improved communication, collaboration, and student transition between schools. Facilitated alignment and writing of curricula.
- ⇒ **Information Management:** Built a data-management system that allowed students to review standardized test scores throughout the year, and provided teachers with information to drive their standards-based instruction.
- ⇒ **Performance Improvement:** Conceptualized and implemented *Sacramento Area Youth Speaks* program to boost poor English scores and provide students with a medium to express themselves. The success of the program resulted in adoption throughout the county and elsewhere in the state.
- ⇒ **Leadership Development:** Coached and mentored 10 developing administrators in a safe and collaborative environment that facilitated the sharing of information, ideas, and solutions. Also hired, trained, and supervised three district coordinators with little or no administrative experience to become successful in directing programs, running meetings, and managing budgets.

Hayward Unified School District, Hayward, CA 2005-2006

PRINCIPAL, Bret Harte Middle School

As the **youngest principal in California middle school history**, chosen to serve as a conduit to mesh two communities that did not want their students on the same campus to minimize flight from the school. Established monthly community meetings to open lines of communication and create opportunities for collaboration on fundraising and curriculum issues. Supervised 35+ faculty and staff.

- ⇒ **Performance Improvement:** Decreased suspension rates 75% and Academic Performance Index (API) by 38 points (5.7 percent) in only one year.
- ⇒ **Diversity Awareness:** Facilitated cultural instruction and diversity training for all teachers to help bridge racial and socioeconomic gaps between teachers and students.

Sacramento City Unified School District, Sacramento, CA 2002-2005

VICE PRINCIPAL, Elementary and Middle School

TEACHER, Sixth Grade

Promoted to Vice Principal to provide **consistent leadership during a transition period** and improve below-average student achievement. Supervised as many as 45 staff and faculty.

- ⇒ **Strategic Management:** Developed and implemented a systematized test-taking strategy that is still being used by the school district today.
- ⇒ **Leadership Development:** Formed a network of aspiring administrators to provide support, coaching, mentoring, and advice.

American Indian Public Charter School, Oakland, CA 2000-2009

COORDINATOR, Curriculum and Instruction

TEACHER, Seventh and Eighth Grade

As a recent college graduate without a teaching credential, propelled student achievement through educator collaboration and growth to move the school **from failure to Blue Ribbon status** by working with teams of teachers on weekends to review performance data as well as create and deliver effective lesson plans.

- ⇒ **Goal Achievement:** As a lead teacher, API increased 160 points (27 percent) in two years.
- ⇒ **Recognition:** Nominated for District Teacher of the Year as 2nd year teacher

REFERENCES AVAILABLE UPON REQUEST