

Professional Profile

- Comprehensive academic background in ELL, reading, and administration combined with a record of achievement in classroom teaching
- Able to effectively prioritize a broad range of responsibilities in order to consistently meet deadlines
- Demonstrated decision-making skills with problem-solving abilities
- Proven record of collaboration with staff, parents, and teachers
- Experience in curricula and training design, teacher training, and instruction
- Oral and written fluency in Russian, German, Spanish languages

Education

The George Washington University, Washington DC

- Doctorate program in School Administration and Policy Studies 2012
- Dissertation:
How does simultaneous education of an immigrant parent shape the academic experiences for the secondary school child?

University of Maryland, College Park

- Masters degree w/ Certification in TESOL; 2005
- Bachelors double degree in German & Spanish; 2000

University of Tuebingen, Germany

- Upper-level courses in Germanic studies as part of an academic exchange program 1998-1999

Certifications

Washington State Residency Teacher Certification

Endorsements: English Language Learner

Maryland State Advanced Professional Certification

ESOL PreK-12 | Spanish PreK-12 | German PreK-12

Higher Ed Experience

Renton Technical College, Renton, WA

2019-2022

Associate Dean of College & Career Pathways (Transitional Studies)

- Led / supervised 45+ faculty and staff through pandemic pivot from in-person to fully online to hybrid instruction.
- Managed \$4 million dollar budget comprised of state funding and federal grants meeting requirements; wrote two federal grant applications for over \$650k.
- Led department-wide outcome revision process aligning instruction to College & Career Readiness Standards.
- Collaborated with other deans and departments to create bridge program to pipeline students from the Transitional Studies (English Language Learners and Basic Studies) into professional technology programs.
- Migrated department to a newer, larger classroom building and integrated intake process with the rest of the college.
- Successfully led department through a 5-year State Board Monitoring Visit, receiving several commendations for our level of preparedness.
- Instituted and led Teaching Triangles professional development (a non-judgmental peer observation and reflection).

Cascadia College, Bothell, WA

2014-2019

ELP Associate Faculty

- Taught:
 - ELP010,040 (Reading 1|4)
 - ELP021,031,041 (Grammar 2|3|4)
 - ELP012,022,032,042,052,062 (Writing 1|2|3|4|5|6)
 - ELP024,034,044 (Listening & Speaking 2|3|4)
 - ESL010-050 (Multi-Level ESL Communications 1-5)
 - COLL101 (College Strategies)

- Textbook Lead for Listening & Speaking
- Academic Coach - supported and provided counseling to students in danger of a failing.
- Retention FLC Lead - facilitated team of ELP and IP professionals to research student retention trends and practices
- CLIP on Retention - conducted a department-wide study on student retention titled *"To Stay or Not To Stay? Student Perspectives on Retention"*
- COG Revision Team - collaborated on Writing curriculum for English Language Program
- Teaching & Learning Steering Committee - designed professional development for faculty
- Mentored student-teacher during their practicum at Cascadia.

Bellevue School District, Bellevue, WA

2012-2013

Literacy Facilitator Stevenson ES

- Provided professional development on school-wide, grade-team, and individual basis to increase teacher capacity.
- Modeled and co-taught lessons in both primary and intermediate grades focusing on guided reading and comprehension strategies.
- Served on school leadership and school improvement teams.
- Co-taught Spanish Club, as an afterschool class for 4th and 5th grade Spanish heritage language speakers focusing on strengthening reading and writing skills.

Prince George's County Public Schools, Upper Marlboro, MD

2000-2012

ESOL Instructional Coach, Charles Carroll MS

- Conducted school-wide and system-wide professional development workshops for school and county faculty. Observed classrooms, provided demonstration lessons, co-taught with classroom teachers, developed and shared strategies to increase teacher quality and capacity.
- Published quarterly ESOL newsletter to educate the faculty and parents on progress in the ESOL department and trends in the ELL field. Created and maintained Google website and ESOL binder for dissemination of data and initiatives, FAQs, relevant research, *etc.* for schoolteachers and staff to use to tackle common ESOL issues, accommodations, and best practices.
- Restructured ESOL program to increase student success that resulted in exiting 40% of ESOL students (compared to 14% district-wide)
- Administered ESOL and MD state assessments, completed individual accommodation plans. Developed and implemented school-wide plan informing parents, staff, and children on requirements, expectations, and preparation for standardized assessments.
- Analyzed data and presented using Access and Excel to organize and create a data-driven instructional plan. Collaborated with administration and other instructional team leadership to create School Improvement Plan and developed policies and procedures to benefit staff and student population.

ESOL Instructor, Department Chair, Nicholas Orem MS, Central HS

- Wrote ESOL Curricula for P.G. County for ESOL II HS and ESOL I MS ; Combined Language Arts and ESOL curricula.
- Facilitated School Improvement Plan writing process.
- Developed student articulation documentation for future guidance.
- Taught ESOL I, II, III, Language of Math, Newcomer, gaining practical understanding of Language Arts standards
 - Organized ESOL Performance Night.
 - Published *The ESOL Newsletter* to provide outlet for student writings and inform parents of progress.
 - Produced class movie based on *Monsters on Maple Street*

ESOL Intervention Specialist, Nicholas Orem MS, Central HS

- Facilitated parent / teacher communications.
- Designed ESOL class and student schedules.
- Mentored new teachers through Job-Alike Mentor Program.
- Student involvement: print & digital student publications; multicultural events.
- Conducted Parent Evening Programs & student counseling.

ESOL Elementary Instructor, Gaywood ES

- Collaborated with classroom teachers to develop optimal differentiated instruction for English Language Learners in mainstream classrooms supporting 2nd - 5th grades.
- Developed course curriculum and taught graduate level for-credit course to Prince George's County mainstream teachers: *Teaching Reading and Writing to English Language Learners*.

German Teacher, Central HS, Eleanor Roosevelt HS

- Taught German I-V, IB/AP in multilevel classroom environments spanning grades 9-12.
- Sponsor for German Honor Society, Exchange Program, and Fairy Tale Night.

Spanish Teacher, Eleanor Roosevelt HS

- Taught 6 Spanish I & II classes spanning grade levels 9-12.
- Sponsor for Spanish Honor Society & Class of 2004

Other Teaching Experience**Adult ESOL Instructor**, Gaywood ES, Seabrook, MD

2011-2012

- Designed and taught basic English course to adult parents to increase parent involvement and educational achievement of their children.

TESOL University Supervisor, University of Maryland, College Park, MD

2009-2010

- Conducted biweekly observations of UMCP TESOL student teachers during their first year of internship stationed in several PG County public schools.
- Served as liaison between school officials and UMCP program office.
- Collaborated with mentor teachers to provide individualized support and guidance.
- Provided formative and summative assessment for each intern.

Adjunct ESOL Faculty, Howard Community College, Columbia, MD

2004-2005

- Taught Basic Writing course for adults, emphasizing computer literacy.

Adult Education Outreach ESOL Instructor, Broad Acres ES, Adelphi, MD

1997-2000

- Taught ESOL to a group of adult Hispanic and Vietnamese students. Used Laubach Method to help the students feel more comfortable with the English tongue.

Publications

- Marshak, S., Tekleselassi, A., & Swayze, S. (2015). The Simultaneous Education of an Immigrant Parent and Secondary School Child. *Educational Policies and Current Practices*, 2(1), 1-17.
- Marshak, S. (2007). Советы родителям по сохранению наследственного языка [Suggestions to parents on retaining the child's heritage language]. *Русский Язык в США: Научно-Методический Сборник*, 1, 90-98.

Conferences

- TESOL Conference, Atlanta, GA 2019
To Stay or Not To Stay? Student Perspectives on Retention
- AERA Conference, Philadelphia, PA 2014
How does simultaneous education of an immigrant parent shape the academic experiences for the secondary school child?
- TESOL Conference, Dallas, TX 2013
Parents attending school... how does it impact their children?
- TESOL Conference, Philadelphia, PA 2012
Teacher Voices: Plug-in vs. Pull-out
- Maryland TESOL Conference, Towson, MD 2011
WATESOL Conference, Gaithersburg, MD 2011
How long is too long? A Review of Literature on Long Term ELLs
- ESRI, Washington DC 2010
How does simultaneous education of an immigrant parent shape the academic experiences for the secondary school child?

Workshops

- Northstar Middle School, Kirkland WA 2014
History of the English Language: workshop and activities exploring the shared origin of Indo-European languages and how it influences our lives and world views today.

- Consultant for Berkeley County, WV public school system
Train the Trainer Workshop: Created and delivered seminar for teachers and educational professionals on *Cultural Sensitivity and Differentiation of Instruction for ESOL Students*.

Professional Memberships

- American Educational Research Association (AERA)
- National TESOL
- National Association of Bilingual Education (NABE)
- WAESOL (Washington State)
- WATESOL (Washington DC regional)
- Maryland TESOL
 - Maryland TESOL Secretary 2010 - 2011
 - Webmaster & Membership Chair 2011 - 2012

Other Experiences

- Teach beginner German to adults - German Language School of Seattle 2018 - present
- Participating in a year-long Coach of Coaches Training led by literacy consultant Jennifer Richter 2012 - 2013
- Completed *Wired for Reading* Introductory Course, which is an evidence-based, linguistics program for reading spelling and vocabulary. 2012
- 8 week German language course at Goethe Institute, Washington DC 2005
- Two week Spanish total immersion program in Cuenca, Ecuador 2004
- Attended 2-day Laubach seminar workshop instructing the teaching of a language without using the native tongue of the student. 1997
- Extensive use of web-based course instruction tools, such as Moodle
- Competitive ballroom dancing

References Dr. Indra Paola Pelaez, Dean of College & Career Pathways

ipelaez@rtc.edu

Renton Technical College

3000 NE 4th St.

Renton, WA 98056

Lyn Eisenhour, Dean for Student Learning

lisenhour@cascadia.edu

Cascadia College

18345 Campus Way NE

Bothell, WA 98011

Dr. Abebayehu Tekleselassie, Assistant Professor of Educational Administration

silassie@gwu.edu

The George Washington University Graduate School of Education and Human Development

2134 G Street, NW

Washington, DC 20052

202-994-0132

Dr. Alison Hanks-Sloan, Principal

alison.hankssloan@pgcps.org

International High School at Largo

505 Largo Road

Largo, MD 20774