



**GOVERNING BOARD AGENDA ITEM  
AMPHITHEATER UNIFIED SCHOOL DISTRICT NO. 10**

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**DATE OF MEETING:** February 22, 2022

**TITLE:** Approval of Appointment of Administrative Personnel

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**BACKGROUND:**

Administration presents the below candidates to the Governing Board for review and approval for hire. A candidate is indicated below for each of the respective positions of Director of 21<sup>st</sup> Century Education or Director of Curriculum and Assessments. Pertinent information about the interview process for each position is set forth below.

**1. Director of 21<sup>st</sup> Century Education**

The current Director of 21<sup>st</sup> Century Education was appointed to serve as an interim for the 2021-2022 fiscal year with the plan being that the vacancy would be posted again this year. The position was advertised in January as open for Fiscal Year 2022-2023, and the applicants reviewed. Tassi Call, Matt Munger, Carol Tracy, Tim Ripp, and Chris Gutierrez screened 7 files for the position. Four candidates were selected to interview with the committee. The individuals interviewed were: Charlene Roll, Julie Valenzuela, Doreen Williams and Chris Boknevitz.

The interview committee consisted of:

- Tassi Call, Associate Superintendent for Elementary Education
- Lisa DaDeppo, Teacher at Cross Middle School
- David Humphreys, Assistant Principal at Amphitheater High School
- Jennifer Letts, Principal at Donaldson Elementary
- Jeremy Tarbet, Teacher at Canyon Del Oro High School

Based on the ratings of the interview committee, Julie Valenzuela was recommended as the finalist to interview with Superintendent Todd Jaeger on Monday, February 7, 2022.

Superintendent Todd Jaeger recommends **Julie Valenzuela** for the position of Director of 21<sup>st</sup> Century Education for Fiscal Year 2022-2023.

**2. Director of Curriculum and Assessment**

When the position of Director of Curriculum and Assessment became vacant, the position was advertised as open and the applicants reviewed. Tassi Call, Matt Munger, Julie Valenzuela, and Matthew Abney screened 9 files for the position. Four candidates were selected to interview with the committee. The individual interviewed were: Elizabeth Jacome, Angela Wichers, Doreen Williams, and Charlene Roll.

The interview committee consisted of:

- Tassi Call, Associate Superintendent for Elementary Education
- Katie Anderson, Teacher at Ironwood Ridge High School
- Diana Kuhn, Principal at Rio Vista Elementary School



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- Lauren McIntyre, Director of Instructional Technology
- Brie Ronnie, Teacher at Painted Sky
- Ethnee Taylor, Teacher at Cross Middle School
- Jason Weaver, Principal at Harelson Elementary School

Based on the ratings of the interview committee, the following three candidates were brought forward for a second interview on Monday, February 7, 2022: Elizabeth Jacome, Charlene Roll, and Angela Wichers. The second interview committee consisted of the following individuals:

- Todd Jaeger, Superintendent,
- Tassi Call, Associate Superintendent for Elementary Education
- Matt Munger, Associate Superintendent for Secondary Education
- Michelle Tong, Associate to the Superintendent and General Counsel
- Kristin McGraw, Executive Director of Student Services
- Julie Valenzuela, Director of 21<sup>st</sup> Century Education

Based on the ratings of the second interview committee, Elizabeth Jacome was recommended as a finalist to interview with Superintendent Todd Jaeger on February 8, 2022.

Superintendent Todd Jaeger recommends **Elizabeth Jacome** for the position of Director of Curriculum and Assessments for Fiscal Year 2022-2023.

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**RECOMMENDATION:**

It is the recommendation of Administration that the Governing Board approve the above identified administrative appointments as presented.

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**INITIATED BY:**

**Michelle H. Tong, J.D.**  
**Associate to the Superintendent and General Counsel**

**Date: February 16, 2022**

**Todd A. Jaeger, J.D., Superintendent**

2/22/2022

**GOVERNING BOARD MEETING  
APPOINTMENTS**

LAST NAME	FIRST NAME	TITLE	CT/CL	LOCATION	LEVEL	EXP CREDIT	ADD'L INFO	RECOMMENDED BY COMMENT
Valenzuela	Julie	Director of 21st Century Educati	CT-AD-RET	Wetmore Center			Rehire	\$88,402.66
Jacome	Elizabeth	Director of Curriculum and Asse	CT-AD	Wetmore Center		<\$7,976.05>	Transfer	

\* 2020-2021 School Year  
 Addendum Former employee or new hire receiving extra-curricular position  
 New New hire filling a newly created position  
 Rehire Former employee returning to a position in the district  
 Replacement New hire filling a vacated position  
 Rescind Declined position after appointment

HSP High School Principal  
 MSP Middle School Principal  
 ESP Elementary School Principal  
 HSA High School Assistant Principal  
 MSA Assistant Middle School Principal  
 ESA Elementary Assistant Principal  
 SAS Support Administrator

ADCT Addendum Certified  
 ADCL Addendum Classified  
 ADACS Addendum Amphi Community Schools  
 ADDM Addendum Only  
 CT-AD Certified Administrative  
 CT Certified  
 CL-AD Classified Administrative  
 CL Classified  
 PR Professional  
 ASW Student Worker

# Julie Valenzuela

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## Education

*Northern Arizona University*

**M.Ed in Educational Leadership, with Distinction (4.0 GPA) 2000**

*University of Arizona*

**BA in Elementary Education, K-8, with Distinction (4.0 GPA) 1996**

## Endorsements/In-Depth Training and Training for Trainers

*Endorsements/Certifications*

**Principal, K-12 2013**

**Math, K-8 2011**

**Gifted, K-12 2010**

**Structured English Immersion, K-12 2007**

**Early Childhood, Birth-Age 8 2001**

*Trainings*

**International Baccalaureate Coordinator Training (5 days) - NM 2012**

**Cognitive Coaching Training (8 days) – Tucson, AZ 2012**

**Curriculum Map Training (2 days) – Glendale, AZ 2008**

**Masonic Student Assistance Program (3 days) – Tucson, AZ 2007**

**Colonial Williamsburg Teacher Institute (Scholarship Winner-10 days) - VA 2005**

**Training for Trainers, Six Traits of Writing (5 days) – Phoenix, AZ 1999**

## Professional/Teaching Experience

*Amphitheater School District, Tucson, AZ*

**Interim Director of 21<sup>st</sup> Century Education 2021-Present**

- Oversee Career and Technical Education programs, which provide students with cutting edge opportunities that encompass relevant and rigorous technical and academic content and promote student leadership.
- Provide teachers with high quality professional development opportunities in CTE and AVID to ensure high level implementation of both programs.
- Develop, reconcile, and manage 4 CTE/ADE related grants and a 1.5-million-dollar JTED budget, while ensuring spending meets the requirements of the grants and other funding guidelines and expectations.
- Work directly with the Amphitheater Finance Department and the JTED CFOs to plan for adequate and appropriate spending of funds in all funding sources.
- Oversee the AVID program which closes the opportunity gap by preparing students for college readiness and success in a global society, to ensure high-level implementation and opportunities for students.
- Oversee the Personalized Learning Network to ensure full implementation of the program is completed and working directly with outside agencies to create and develop a competency-based and personalized learning experience for students, while meeting regularly with principals to guide their work on-sites toward our Portrait of a Graduate goals and our district strategic plan.
- Work with principals and other district administration to ensure district initiatives are implemented with fidelity and to provide direct support for these same groups.

*La Cima Middle School, Tucson, AZ*

**Principal**

**2017-2021**

- Established and maintained a learning climate that is conducive to optimum student performance.
- Evaluated, monitored, and adjusted curriculum and supplemental resource needs to ensure students were provided with up-to-date resources and best practices to enhance their education.
- Developed professional learning opportunities for all staff and implemented relevant and engaging professional development sessions to ensure teachers and staff were current on sound instructional practices, safety procedures and had tools to navigate the needs of students not only in academics, but in social-emotional care.
- Consciously navigated a positive climate of the school community while maintaining objectivity and focus on attaining top notch performance of students. Maintained communication with all stakeholders to ensure transparency in leadership.
- Prepared the school's annual budget in consultation with the finance officer, Title 1 director, and used the budget to establish programs for students' academic success, while providing support for all staff.
- Reviewed, audited, and inspected schools' facilities: classrooms, computers, restrooms, labs, athletic facilities, etc. to ensure they are safe, upgraded, and well maintained.
- Maintained highest standards of student conduct to ensure a sound learning environment was maintained and ensured Assistant Principal strictly adhered to due process when discipline decisions were needed.

*La Cima Middle School and Amphitheater High School, Amphitheater School District, Tucson, AZ*

**Assistant Principal/Instructional Support Assistant**

**2013-2017**

- Served as principal when the principal was absent, to ensure the overall safety and welfare of the students, staff, and campus during this time.
- Supported curriculum implementation by visiting classrooms and providing teachers with targeted feedback to drive instruction toward increased student achievement and providing adequate and relevant curriculum resources for teachers to enhance curriculum implementation and strengthen instructional practices.
- Administered, coordinated, supervised, and assisted with a wide variety of events.
- Supervised and evaluated teachers using the ATPES measurement tool and provided support and resources to grow teacher pedagogy in all content areas.
- Supervised and evaluated classified staff: custodial, grounds, instructional aides, office, and health office.
- Assisted in and planned relevant targeted professional development opportunities for teachers and staff
- Developed and implemented school-wide discipline plans for students.

- Supported staffing decisions and attended all required and optional meetings at the district and site levels.
- Meet with parents on a regular basis to discuss student success and to keep open lines of communication to provide support and develop relationships to further enhance student achievement

*Pay for Performance Office, Amphitheater School District, Tucson, AZ*

**Instructional Support Leader**

**2011-2013**

- Participated in trainings for evaluation, teacher mentoring, and cognitive coaching
- Observed and provided feedback to approximately 100 teachers in the Amphitheater School District to ensure proper implementation of a federal grant
- Planned, developed, and conducted staff development and relevant training opportunities for teachers in the Amphitheater School District on a variety of topics including student engagement, classroom assessment, NWEA MAP testing and data use, using data to drive instruction, etc.
- Worked with teachers on developing strategies and best practices to increase student achievement in the classroom
- Collaborated with administrators and other evaluators to assign district ratings for teachers based on classroom observations

**SFA Facilitator, Saturday School Supervisor, 3<sup>rd</sup> & 5<sup>th</sup> Grade Teacher**

**1996-2011**

# Elizabeth A. Jácome

## PROFESSIONAL SUMMARY

Highly motivated, strategic leader with over 15 years of cumulative experience developing and executing professional development models, creating and aligning curricular resources, and analyzing and interpreting student achievement outcomes to drive continuous improvement in public school systems. Expertise in adult learning, change management, strategic planning and organizational effectiveness.

## PROFESSIONAL EXPERIENCE

**Principal, Coronado K-8 School-** *Amphitheater Public School District, Tucson, Arizona*

July 2019 - Present

### CURRICULUM AND INSTRUCTION

- Responsible for the development of the program of instructional studies for grades K-8 that is consistent with the needs of students, state mandates and district initiatives.
- Guide the staff in the implementation of a guaranteed and viable curriculum that is aligned to the Arizona State Standards and the adopted Tier 1 instructional materials provided by Amphitheater Public Schools.
- Regularly monitor the use of and build capacity of best instructional practices and pedagogy to ensure all students are able to access grade level material and standards based instruction.
- Ensure proper administration and supervision for all state and district assessments.
- Develop yearly professional development plans based on student achievement results, district initiatives and differentiated staff needs and interests.

### ADMINISTRATIVE RESPONSIBILITIES

- Responsible for the development of a master schedule and calendar of school programs that ensure instructional minutes requirements are met and that all students have equitable access to a guaranteed and viable curriculum.
- Work in collaboration with the human resources department to recruit and hire certified and classified staff. Conduct annual evaluations according to the state and district requirements and timelines. Provide effective and timely feedback to grow the capacity of staff toward the school's continuous improvement goals.
- Ensure effective communication with staff, families and community members to develop a culture of rapport and trust with all major stakeholder groups.

- Responsible for the oversight of Title I and Operational budgets and ensuring that expenditures are in alignment with school goals and are within the approved budgetary allotments.
- Responsible for the oversight of the school facility and grounds.

#### STUDENT AND COMMUNITY RELATIONS

- Implement fair and equitable grading practices that ensure student success.
- Implement a three tiered system of support to provide timely access to grade level instruction.
- Establish and implement positive behavioral support systems that are preventative and effective in maintaining a safe environment that is conducive to learning.
- Promotes and provides regular communication to members of the community about the success of students at Coronado K-8 school.
- Establishes a culture that fosters partnerships with parents and community members to ensure the success of every student at Coronado K-8 School.

**Executive Director for Elementary Curriculum and Instruction - Rio Rancho Public School District, Rio Rancho, New Mexico**

July 2011 - July 2019

#### LEADERSHIP ALIGNED TO GOALS

- Developed and was responsible for the oversight of the Rio Rancho Public Schools personalized, focused, and ongoing professional learning models for more than 2,000 employees by leading instructional coaching, classroom walkthroughs, online anytime anywhere courses, EdCamps, Professional Learning Communities (PLCs), teacher in-services, summer institutes, and workshops focused on district strategic plan goals. The models began with developing multi-year professional learning action plans based on meeting the needs of all educators to ensure the consistent implementation of strategic goals in every classroom. Focus areas were determined by the district strategic plan, school improvement plans, and department goals and ranged from standards-based instruction, instructional materials implementation, integrating technology, and guaranteed assessment strategies to using data to drive instruction. The result was a system-wide set of common expectations based on researched best practices. Using quantitative and qualitative evaluations, teachers and building leaders reported a consistent 90-97 percent satisfaction with the professional learning provided.
- Directed and provided ongoing professional learning to instructional coaches, curriculum coordinators and building leaders on adult learning theory and change management to ensure professional learning delivery methods are appropriate and change initiatives follow a model of continuous improvement resulting in consistent messaging and a high level of an engaging and results-oriented professional learning model.
- Co-chair of the K-12 transition to a Future Ready digital learning environment. This initiative supported the deployment of Chromebooks into every classroom and the professional learning required to ensure an integrated and results-oriented use of digital devices in classrooms. The professional learning model followed a multi-year action plan that was based on the International Society for Technology in Education (ISTE) Standards for educators. The action



plan provided for a pilot team that met monthly for full day meetings to receive direct instruction in understanding the ISTE Standards for Educators, the TPCK (Technology, Pedagogy, Content Knowledge) model, and SAMR (Substitution, Augmentation, Modification, and Redefinition ) to ground the practices. Coupled with instructional coaching and video exemplars, teachers were armed with strategies, examples, and supports to effectively integrate technology. Stand-alone conferences, workshops, and summer institutes rounded out the professional learning support plan provided to all K-12 teachers. Four out of 5 teachers that participated in the pilot stated their knowledge and skills improved from a rating of 2 to 5 after the pilot professional learning.

- Collaborated with building leaders and instructional coaches to conduct classroom walkthroughs and develop site improvement plans. Use school data to drive the development of school improvement plans and coordinate professional learning and coaching support opportunities based on the data. School improvement plans were developed collaboratively to reflect the available resources and district priorities.
- Guided the Special Education Curriculum Coordinator in delivering professional learning in ULS (Unique Learning System), UDL (Universal Design for Learning) and anchoring all department work with the lens of providing guaranteed access to grade level curriculum and best practices to all students.
- Participating member of the Rio Rancho Public Schools team that guides district strategic plan work and develops AdvancED process for the district.
- Shepherded an initiative with instructional coaches and a group of 25 K-12 teachers to use video coaching. The process engaged multiple platforms, a teacher pilot team and provided space and time for teacher input from the pilot and focus groups to establish desired outcomes in order to provide additional ways to support teachers' professional growth through the reflective practice of video coaching.

#### CURRICULUM DEVELOPMENT

- Managed and directed curriculum development of all K-5th grade contents by bringing together teacher teams to develop and refine curriculum documents first by gaining a deep understanding of the standards. Applying research-based practices, using Robert Marzano's "guaranteed and viable curriculum" model, we ensured vertical and horizontal alignment in all subject areas. Teams then developed unit guides, pacing guides, and common assessments to ensure a consistent implementation of and student access to the adopted standards.
- Lead a multi-year initiative to improve the acquisition of early literacy skills for students in K-3rd grade. Strategically shifted the content knowledge of teachers and reading interventionists in the 5 areas of reading foundational skills instruction which include; phonemic awareness, phonemic decoding (phonics), vocabulary, comprehension and fluency. Deployed a systematic professional learning plan for 300 teachers that included 3 full days of on-site professional learning with a national reading consultant, followed by job-embedded professional learning and peer collaboration. Directed the development and implementation of daily word study and reading foundational skills lessons that follow an 8 step process to include; a phonemic awareness warmup, statement of lesson target, phonetic structure of a phoneme, letter/sound correspondence, word reading/blending routines, word work for fluency, dictation, vocabulary, and text practice. After 1 year of implementation, the district saw overall improvement on interim assessments with an 8%

gain in second grade alone.

- Used teacher evaluation data to determine professional learning goals. For example, the lowest performing teacher evaluation indicator was in the area of student engagement, which resulted in a comprehensive plan to provide professional learning to teachers, professional learning communities, and building leaders through workshops, modeling, and direct coaching. The following year, this indicator was not the lowest indicator.
- Chaired large-scale first order change initiatives across the third largest K-12 district in NM leading the adoption of NM Common Core State Standards in math and ELA, and the Next Generation Science Standards. Using an action plan to lead curriculum teams to understand standards, design curriculum documents, and participate on a multi-year monthly implementation team professional learning to ensure consistent implementation. Training included all teachers, building leaders, school board, and community.
- Managed the K-12 implementation of a 3-tiered system of student support aligned to the NM Response to Intervention Framework to include systems management and training for all staff. Developed and implemented a district-wide Student Assistance Team (SAT) process, designed to identify areas of need and provide targeted intervention to support struggling learners.

#### COLLABORATION AND INSTRUCTIONAL COACHING

- Collaborated with secondary, federal programs, special services, and human resources departments to develop a district-wide initiative to support schools in social-emotional learning (SEL), equity, trauma informed practices, and CLRI (Culturally and Linguistically Responsive Instruction) resulting in aligning research, resources, professional learning, and program implementation so that 100% of Rio Rancho Public Schools staff were equipped with knowledge and strategies to support the unique needs of all students.
- Lead monthly coaching meetings with elementary principals to collaboratively solve problems and engage in reflective professional learning based on common formative assessment data, benchmark data, and summative data resulting in consistency across schools on major district initiatives and broad participation in collaborative practices to guide increased student achievement outcomes and meet the needs of all student groups. Using a variety of early reading data points, the group collectively designed intensive programming for struggling students that included implementing a daily reading intervention block with targeted skill development opportunities based on standards gaps resulting in decreased intervention needs and increased student achievement.
- Developed a district-wide instructional coaching model, using the Jim Knight, University of Kansas model. Sustained and refined a site-based elementary model and district coaching model to now include 22 coaches.
- Managed the hiring, supervision, support, and evaluation of 6 district curriculum coordinators. Coordinators supported K-5 math, science, reading, writing, Social Studies, ELL (English Language Learners), and Special Education. Lead development of coordinators' and instructional coaches' professional development plans and monitored formatively on a regular schedule. Plans were developed for their collaborative work with each other, educational technology specialists, building leaders, PLC leaders, and site-based teacher leader teams. Coordinators and coaches worked with site building leadership teams to determine goals for the year and identify

strategies for support. For example, all coaches supported new teachers with regular coaching meetings, modeling, and curriculum understanding. Coordinators supported district initiatives and school improvement plans resulting in consistent deployment and implementation for increased teacher effectiveness and student learning based on student achievement data and teacher evaluation data.

- Chaired district-wide committees to evaluate and design process for teacher evaluation, policy recommendations, instructional materials adoption, common assessment development, and curriculum development resulting in systems focused processes for engaging stakeholders and implementation and deployment of district initiatives.

#### DATA DRIVEN DECISION MAKING

- Used quality improvement processes and protocols to analyze data to determine program effectiveness of RtI (response to intervention) programs, instructional materials, assessments, and professional learning communities (PLCs). Data analysis teams of teachers and building leaders used formative assessment, benchmark assessment, enrollment data, summative assessment data, and historical data, as well as qualitative data to guide improvement or revision.
- Analyzed both qualitative and quantitative feedback to set priorities for professional learning needs related to district and state initiatives through evaluating benchmark and summative assessment data as well as teacher observation and evaluation data. Regular cycles of data analysis of NWEA (Northwest Education Association), PARCC (Partnership for Assessment of Readiness for College and Careers), and ISIP (Istation's Indicators of Progress) provide quantitative information to inform practices, develop professional learning and create objective goals.
- Responsible for the development and oversight of multiple operational and local and federal grant budgets to include departmental operations and Title II funding, averaging \$500,000. Coordinated and managed state grants to include New Mexico Reads to Lead (K-3 early reading) and K-3 Plus (extended school year).
- Responsible for maintaining progress in meeting district and state school goals through the development of yearly department SMART (specific, measurable, attainable, relevant, and time-bound) goals and professional development plans to support increased student learning and teacher practices.

#### **District Level Instructional Coach - *Rio Rancho Public School District, Rio Rancho, New Mexico***

August 2008 – July 2011

- Facilitated full implementation of the NM-Common Core State Standards and supporting instructional materials for more than 900 elementary instructional staff members.
- Collaborated with other district and site-based instructional coaches to support RRPS curricular initiatives such as; development of assessments and curriculum documents, instructional materials adoptions, integration of technology in the curriculum, and implementation of a 3-tiered system of support for students.

- Facilitated the analysis and study of assessment data related to student achievement outcomes.
- Designed, coordinated and facilitated professional development and 1:1 coaching assistance for all teachers grades K-5.
- Supported district and staff administration in implementing district initiatives.
- Researched and provided content knowledge and resources to staff about learning and teaching to include; instructional practices, assessment design, targeted intervention and differentiation.
- Researched and provided information and guidance regarding a range of effective and innovative practices through various activities such as; coaching sessions, lesson study, and PLC team meetings.

**Assistant Principal – Rio Rancho Public School District, Rio Rancho, New Mexico**

August 2004 – July 2006

#### CURRICULUM DEVELOPMENT

- Responsible for oversight of all aspects of scheduling, registration and assigned duties as necessary; oversight of all aspects of district mandated standardized testing; oversight of all aspects of student records and assisted Principal as legal representative for the school; oversight of textbook inventory; chaired and served on committees at the site and district levels.

#### ATTENDANCE/DISCIPLINE

- Established attendance and discipline referral and reporting procedures for campus-wide use; developed parental notification procedures; directed the preparation of suspension, neglect, referral and tardy forms; responded to inquiries from welfare, probation, legal and security agencies.

#### BUILDING AND GROUNDS

- Supervised district employees completing operational tasks on campus; verified completion of work orders; maintained orderly school environment; contacted security as necessary; served as contact for outside contractors; oversight of custodial work.
- Monitored school activities and policies for adherence to all district, state and national regulations.
- Analyzed existing data to assess and recommend changes in programs, personnel, facilities, materials and equipment.
- Evaluated the work of assigned school staff; provided reports to the Principal and cooperated in recognition or remediation of staff members as requested.
- Designed in-service training programs at the school site.
- Assisted in the recruitment and selection of applicants for site-based positions.
- Established programs and communication procedures to encourage committee participation,

student organizations, community support and extra-curricular activities.

- Assisted in the development of budget recommendations for the school.

**District Level Instructional Coach** – *Ysleta Independent School District, El Paso, Texas*

August 2002 – July 2004

- Set standards-based goals for student learning.
- Co-planned with teachers to design differentiated instruction.
- Supported co-teaching models to implement differentiated instruction.
- Designed formative assessments.
- Facilitated collaborative analysis of student performance data to determine effectiveness of programs, teaching strategies, and professional learning needs of teachers.
- Designed and facilitated professional learning offerings for special education teachers.
- Developed and facilitated professional learning workshops and conferences for all special education teachers in a district of more than 42,000 students.

## TEACHING EXPERIENCE

**Martin Luther King, Jr. Elementary School** – *Rio Rancho Public School District, Rio Rancho, New Mexico*

August 2006 - July 2008

- Kindergarten
- First Grade
- Special Education

**Robert F. Kennedy Pre-K Center** – *Ysleta Independent School District, El Paso, Texas*

August 1998 - July 2002

- Kindergarten
- Pre-K (3yr-5yr)
- Special Education (lead teacher 1999-2002)

## EDUCATION

**Bachelor of Arts – Speech and Theatre** – *Oklahoma City University, Oklahoma City, OK*

Graduation 1992

**Master of Arts – Special Education and Rehabilitation** – *University of Arizona, Tucson, AZ*

Graduation 1997

**Educational Leadership Requirements** – *University of Texas El Paso, El Paso, TX*

Completed 2003

**Licensures:**

K-12 Administrative License, Arizona, Texas and New Mexico

K-12 Special Education Teaching License, Arizona, Texas and New Mexico

**PROFESSIONAL SKILLS**

- Mastery of Microsoft Office programs (Word, Excel, PowerPoint)
- Mastery of Google Suite for Education
- Excellent communication, presentation and facilitation skills with a focus on the needs of adult learners and team-building
- Outstanding organizational, multitasking, and problem-solving abilities

**PROFESSIONAL REFERENCES**

Carl Leppelman, Chief Academic Officer, Rio Rancho Public Schools  
(direct supervisor)

Dr. V. Sue Cleveland, Superintendent, Rio Rancho Public Schools

LaJuana Coleman, Executive Director of Secondary Curriculum and Instruction, Rio Rancho Public Schools

Jerry Reeder, Executive Director of Special Services, Rio Rancho Public Schools

Suzanne Nguyen, Executive Director of Federal, Bilingual and Native American Programs

Janna Chenault, School Improvement Officer, Rio Rancho Public Schools