



NORMA JAUREGUI, M.Ed.

TARGET GOAL: SUPERINTENDENT OF SCHOOLS

For an Elementary School District

Dedicated to engaging all voices at the table in improving policy frameworks that link design of curricula, instructional practices, improved diverse data sets, and fostering student well-being with inclusive environments in order to improve student outcomes.

Offer strong, decisive academic leadership to support district vision, mission, standards, and initiatives while effecting continuous improvement. Experience reflects commitment to and focus on:

- Academic Rigor and Curricular Alignment
- Internal and External Communications
- Curriculum Planning / Instructional Design
- Facilities Operations Management
- Staff Recruitment and Retention
- Professional Learning Communities and Job-embedded Professional Development
- Multicultural and Ethnic Understanding / Diversity, Equity and Inclusion
- Strong and Steady Community Partnerships
- Data-driven Decision Making
- Instructional Technology
- Collaborative Practices
- Social Emotional Learning

EDUCATION

ARIZONA STATE UNIVERSITY

Master Degree in Educational Leadership (Administration), 5/2004

Master Degree in Curriculum and Instruction (Education), 5/2002

Bachelor Degree in Elementary Education (emphasis in bilingual education), 5/1997

Certifications – State of Arizona

Standard Professional Superintendent, PreK-12 (Expires 2033)

Standard Professional Principal, PreK-12 (Expires 2033)

Standard Professional Elementary, K-8 (Expires 2033)

- English as a Second Language, PreK-12
- Spanish Bilingual, PreK-12

EXPERIENCE

GLENDALE ELEMENTARY SCHOOL DISTRICT #40, Glendale, AZ 7/2014 – Present

[16 schools / current enrollment 10,231 students / 1,372 certified and classified staff]

ASSISTANT SUPERINTENDENT OF EDUCATIONAL SERVICES(7/2021 – Present)

Collaboratively led projects and daily functions of our language acquisition, research and evaluation, special education, curriculum and instruction, grants, athletics, teacher induction, and principal coaching departments.

- Established director and coordinator monthly checklist to streamline projects and patterned work
- Managed and oversaw the department budget as large as 12 million
- Implementation and review of yearly Culture and climate surveys

Initiated the beginning stages of a three-year implementation plan for expanding the innovative schools at Glendale Elementary School District for the 2023-24 school year.

- Collaborated with administrators to identify community interest in various types of specialty programs
- Continued Led and executed a plan for the Elementary and Secondary School Emergency Relief (ESSER III) fund grants

Co-Organized and held meetings with various stakeholders in developing the plan

- Wrote a proposed budget plan for the 20% set aside focused on learning loss and gaps

Led planning and ensured the integrity of the procurement process in the adoption of math, social studies and science curriculum.

- Created and executed a timeline to seek feedback on the proposed curriculum and ensure stakeholders reviewed, voted and selected resources that are aligned to students' needs.

Created a timeline for transitioning of 3 closing schools and boundary changes

- Planned and executed inter-department meetings to plan ahead for the needs of all stakeholders in reference to resource, material, staffing, and needs.
- Created and implemented a district-wide timeline for school closures and transitions related to library materials, curricular resources, furniture, student transitions, etc..
 - **Data Points** - Through concerted efforts in curriculum and instruction, GESD was able to move schools from "C" label to "B" labels in 2022. An in 2021, **zero of our schools were indicated as low achieving schools** by HB 2402 and the Arizona Department of Education for 2021, even with the COVID 19 situation and the struggles of distance learning. Additionally, **78.2% of students made growth based on iReady** data from August of 2021 to May of 2022.

Other Highlights

- **Planned, executed, and evaluated the implementation of high leverage, ACCELERATION** strategies that would focus site administrators, teachers, students and families on **closing learning gaps in reading** caused by COVID 19 and school closures.
 - Provided **job-embedded** training on effective strategies to site leadership and site-based collaborative teams through weekly principal coaching support, monthly training and monthly site-based coaching sessions with collaborative teams.
 - Training and support in professional development in **growth data**, individual success plans, proficiency growth index in Galileo, Countdown, Triage and 10-15 day Challenge plans to support growth in reading
- **Led complex change** by training and supporting **site-based Acceleration Specialists at every site** in 2021-22 to close the learning gap in K-8 with a strategic reading intervention plan called the "vitamin approach."
 - Established **monthly checklist** for acceleration specialists targeted work, guidelines, and supports
 - Trained and supported acceleration specialist with **tier III program** training
 - **Provide and oversee** coaching and monitoring support to ensure groups are fluid
- **Plan, execute, and evaluate district-wide professional development** that supported the transition back to in-person school and to support staff and student schooling loss.
 - **Collected data** via a survey for district-wide professional development needs
 - Realized and implemented **hybrid professional development** sessions focused on **social emotional learning, staff wellness, de-escalation techniques, engagement** strategies etc.
- **Co-Led, collaborate** to support the negotiations processes for the district as it relates to **meet and confer** meetings between Glendale education association members and district representatives. Often **preparing and sharing reports** as requested and negotiating solutions-based ideas.
- **Continued to cultivate awareness of GESD vision by building strong community partnerships** with GCC, Caitlyn Court Business, Historic Downtown Glendale Merchants Association, Kiwanis Club of Glendale, Headstart, First Things First, etc..
- **Grow Your Own Teacher Program Support** – Glendale Community College (GCC), a plan to internally and locally recruit, develop, and retain teachers who are already connected to community, drawing from current classified staff; offer financial support, guidance, and promise of job upon graduation. GCC will now be fully accredited to offer a bachelor degree in education.

DIRECTOR OF CURRICULUM AND INSTRUCTION (7/2018 – 6/2021)

Increase academic achievement in all content areas, ensuring fair, equitable, and consistent system of curriculum instruction and assessment.

- Manage and allocate department budget of \$400K–\$600K, allocating resources to programs (including athletics and the arts) in alignment with district mission, vision, and initiatives, often collaborating with executive and department teams.
- Conduct annual program evaluations and prepare usage reports after reviewing data at beginning, end, and mid-year to determine appropriate program usage, impact, and contribution to academic achievement.

Data Points - Through concerted efforts in curriculum and instruction, GESD achieved 7 out of 12 data points for all students, according to AZMERIT data with the following data point increases from 2018 to 2019:

- 7 out of 12 data points for English Language Learner student population data
- 10 out of 12 data points for Gifted Student population data
- 10 out of 12 data points for Special Education student population data

COVID19 2020 YEAR DATA:

Led planning and implementation of district-wide distance-learning professional development for teachers that emphasized strategies and instructional tools for totally new method of teaching, beginning in new school year (8/20).

- Topics included virtual breakout rooms, guided reading in virtual world, virtual centers, and strategies for increasing engagement.
- By establishing clear expectations, **results showed similar data in 2020-21 district benchmarks compared to scores in 2019-20 for both math and ELA in 3rd–8th grade—basically identical.**

Other Highlights

- **Focus on school reform and best school-wide practices** for collaboration, teacher efficacy, collective inquiry and curriculum, instruction and assessment strategies for successful schools as part of a professional development plan for all site principals, assistant principals, directors, and coordinators.
 - Drive consistency across the district to provide equitable, viable curriculum to students.
- **Led complex planning and implementation of 2 STEAM and 1 Accelerated Academy School** in 2018 to promote enrollment / attract more students.
 - Established partnership with Arizona Science Center to support curriculum.
 - Realized as much as 30% parent participation increase.
- **Plan, execute, and evaluate district-wide professional development** offerings as part of strategic plan in collaboration with other district departments, ensuring **grant and district policy compliance**.
 - Implement checks and balances to observe district guidelines, vision, and mission.
 - Realized significant improvement in academic achievement, **improving all former “D” schools to “C’s” and “B’s”.**
- **Revise annual pacing guides to include essential standards**, soliciting feedback from a balanced team of district teachers; help teachers stay on track and to ensure curricular continuity across district schools by communicating expectations of material to be covered in each subject at each grade level.
- **Acceleration Academy** (specialty school) - Implemented academy in school year 2019–20, raising overall test scores of 7–8th grade students on benchmarks to ~ 80% on ELA benchmarks—an increase of 40–50% in ELA (no AZMERIT data available).
- **Identify the district problem of practice in reading** with committee work to evaluate, research, and create an implementation plan for a comprehensive phonics continuum— Plan to be implemented fully in the 2021-22 school year district wide.

- **Grow Your Own Teacher Program Support**– Collaborative partnership with GCC(NAU) to recruit, develop, and retain teachers who are already connected to community, drawing from current classified staff; offer financial support, guidance, and promise of job upon graduation.
 - Onboarding 15 to 20 candidates now after 1.5 years of planning.
- **Arizona Online Instruction / Glendale Education Online** – Opened 18th school, an online virtual school using federal grant, investigating appropriate online tool (Canvas to align with GUHS District), selected principal from principal coach team, and developed dedicated and rigorous curriculum for all grades.
 - Built full day of content, matching appropriate resources to standards and goals.
 - Coordinated enrollment, communicating options with parents; 1,700 enrolled students as of 4/21.
- **Professional Learning Communities** – Cultivate synergistic teams at 6 schools per year / 2 or 3 teams per site, addressing curriculum instruction and assessment to improve collaboration / student achievement.
- **Cultivate awareness of GESD value and opportunities within community**, building partnerships (ASU, GCU, Caitlyn Court-downtown Glendale) and orchestrating high-profile activities / events.

DIRECTOR-LEVEL DISTRICT-WIDE PRINCIPAL COACH (7/2017 - 6/2018)

Supported teams and principals with strategies related to school reform model of Professional Learning Communities, participating in visits and job-embedded professional development. Introduced new strategies and collaborative practices, such as deconstructing standards, creating common formative assessments, and using data to drive interventions.

- **Worked in concert with principals** to support planning countdown and triage to AzMERIT plans, as well as professional development, team support, and other individual needs.
 - Moved a “D” school to a “C” within one year through conscientious coaching support.
- **Led teacher induction**, working with 2 district induction specialists and school coaches to support and guide novice and struggling teachers; focused on rigorous, culturally responsive teaching to ensure every student has access to relevant standards-aligned lessons and curriculum.

PRINCIPAL, Discovery Elementary School, Pre-K to 8 (7/2014 – 6/2017)

[As many as 805 students, K through 8th grade / 53 adult certified and classified staff members]

Empowered teachers with tools and skills to provide rigorous instruction to students and increase academic achievement, working within district policies and administrative directives. Advocate of professional Learning Communities (PLCs) to drive school improvement process and ensure academic success of each student—promote the healthy, safe, engaged, supported, and challenged whole child.

- **Introduced many school culture and climate elements** to better support students, staff, and community, from a school-wide discipline program / discipline matrix to student recognition activities to Parent Teacher Association and parent volunteer program.
- **Cultivated a 95% increase in community partnerships**, building 11 new relationships with local businesses and organizations not only to support learning but also to offer supplementary resources to meet staff, family, and student needs. Specifically advantageous was a partnership with Home Depot and Arizona State University to build a **community garden**.
- **Increased teacher retention 70%** from 2015 to 2017 with a robust retention plan which integrated a supportive management environment, offered leadership and professional development opportunities, established a mentoring program, and more.
- **Raised letter grade by 2017 to “B,” a significant improvement from low “C” (1 point from D) classification in 2014.**

CARTWRIGHT SCHOOL DISTRICT #83

1/2011 – 6/2014

PRINCIPAL, Frank Borman Elementary School, Pre-K to 8 (1/2011 – 6/2014)

[As many as 1,284 students, PreK through 8th grade / 138 adult certified and classified staff members]

Selected by superintendent for transfer to turn around culture, climate, and student achievement of this perpetually failing school.

- **Raised composite points by 32 within one year** by creating strategic, systematic, and directive both Continuous School Improvement Plan and Intervention Plan for under-performing areas (including bottom quartile students) using school data.
 - Took school from “D” with 86 points to “C” with 118 points —2 points short of a “B”.
 - Moved *Arizona Learns* school label from “underperforming,” 2010/11 to **Performing Plus**, 2011/12.
- **Grew mathematics scores 5% to 25%** for meet and exceed students in all grade levels and specifically, reduced FFB 8th grade students 31% by implementing mathematics-focused action research and collective inquiry-based professional development with focus on bottom 25%.
 - **Received district-wide recognition** for achieving most school-wide improvement in mathematics based on AIMS results.
- **Served as iLEADS program principal mentor** between 2011 and 2013, supporting 2 mentees hired as Teachers on Assignment at Frank Borman Elementary School through ASU working on master’s degree in education administration.
- Worked with our **Padres Adelante**, group to build a community garden and “Ni uno mas” mural.
- **Presented at National School Board Association (NSBA) conference** on implementation of Professional Learning Communities, as part of district team.
- Grew **community partnerships** with the **Maryvale Ball Park, Maryvale High School, Boys and Girls Club**, and local businesses to support student and community needs.
- As a high-performing principal, selected to **serve on Principal Evaluation Task Force** to bring a principal perspective in revamping principal evaluation instrument, creating a more equitable, data-based tool.

PRINCIPAL, Tomahawk Elementary School K-5, up to 1,200 students (7/2007 – 1/2011)

Established educational priorities consistent with interests and needs of students, staff, board, and community. Created strategic, measurable, attainable, realistic, and timely (SMART) goals using industry data, emerging research, and best practices—in collaboration with staff and community.

- **Implemented a 3-phase technology integration**
- Improved academic achievement data 5%–14% in both math and reading in every tested grade level (3rd–5th) over 3 years, leading team of 98 staff members.
- **Raised “exceeding” students** from 48% in 2007 to 84% in 2011 on DRA comprehensive reading assessment for kindergarten.
- Recognized as a **semi-final Rodel Principal** (nominated by superintendent), 2010.
- Community partnerships with local businesses and organizations increased, including being recognized as a **community partner** with the local **Tomahawk Block Watch** group and participated as a **committee member** for the implementation of the Mary, a Maryvale transportation community bus.

ASSISTANT PRINCIPAL, Tomahawk Elementary School K-5, 1,300 students (7/2005 – 6/2007)

Worked hand-in-hand with principal to supervise, support, and evaluate 103 adult staff members, classified and certified, and primarily responsible for Tier I, II and III school-side structures for behavior and discipline.

ASSISTANT PRINCIPAL, Desert Sands Middle School 7-8 1,500 students (7/2004 – 7/2005)

Supervised maintenance of school records, reports, and Title I. Main duty was to support with discipline.

Teaching Experience

8/1997 –5/2004

- Estrella Middle School-Cartwright School District #83 (8/2001– 5/2004)
 - 7th and 8th grade Language Arts Teacher on the English Language Learner (ELL) team
- Papago Elementary School-Creighton School District (8/1999 – 6/2001)
 - 7th and 8th grade Bilingual Language Arts Teacher
- Esperanza Elementary School-Isaac School District (8/1997 – 6/1999)

- 4th and 5th grade **multi-age** Transitional Bilingual Teacher

AFFILIATIONS

School Superintendents Association (AASA)

Arizona Association of Latino Administrators and Superintendents (AZALAS)

- Presenter at the AZALAS 4 Corners Latinx Arizona Conference: 2021, 2022 and 2023

Association for Supervision and Curriculum Development (ASCD)

RECENT PROFESSIONAL DEVELOPMENT

- Carolyn Warner Women in Leadership Conference, ASA, March of 2022 and 2023
- La Cosecha Dual Language Conference, 2021
- ASBA Law Conference, September 2022
- Engaging in Racial Justice Organizing and Action, Center for Leadership and Learning, March of 2021
- Culturally Responsive Leading & Learning: Addressing Equity Through Students & Family Voice, 2020
- Virtual Conference on Diversity, Equity, and Student Success: The Power of Collective Action, 2020
- National Equity Project's Leading for Equity Institute, Arizona K-12 Center, 2020