Alberto Flores Siqueiros, Ed.D.

[redacted]

Highly motivated and experienced educational leader focused on student success with proven results in leading and managing public schools & districts with a desire to achieve the organization's vision, mission, and goals through a clear purpose, an unwavering passion, and a powerful persistence. All supported through knowledge and expertise in:

Leadership & Management ▪ Government Relations ▪ Institutional Governance

Employee Relations ▪ Community Outreach & Development ▪ Executive Coaching

21st Century Teaching & Learning ▪ Student Services ▪ College Readiness Development

EDUCATION

Ed.D. Educational Leadership, University of Arizona
Concentration: Educational leadership theory and practice.
Dissertation: *The Influence of a Beginning Teacher Induction Program on the Attainment of the Arizona Teaching Standards as Perceived by Beginning Teachers and School-level Administrators.*

Ed.S. Educational Administration, University of Arizona
Concentration: Educational management theory and practice.

M.Ed. Secondary Education, University of Arizona
Concentration: Secondary education program development.

B.S. Education, University of Arizona
Concentration: Teacher preparation program.

A.S. Pre-education, Arizona Western College
Concentration: Pre-education preparation.

CERTIFICATION

Arizona Department of Education: Superintendent
Arizona Department of Education: Principal
Arizona Department of Education: Substitute

PROFESSIONAL ASSIGNMENTS

Superintendent
Baboquivari Unified School District - Sells, Arizona 2009 to 2014

As Superintendent of the Baboquivari Unified School District I provided leadership and management of the district. This included oversight of all aspects of teaching and learning, budgeting, facilities, transportation, human resources, information technology, public relations, and student services. My priorities were as follows: Create and implement a highly effective instructional program that met the academic needs of all students in preparation for college, specialized training programs, and/or the workforce upon graduation; provide the Governing Board timely and accurate information in order to facilitate effective decision making in areas that support policy development, student achievement and safety, and sound fiscal management; forge strong partnerships with the Tohono O'odham Nation, community at-large, and other external providers in order to support the district's vision and mission; support the growth and development of all staff while creating a highly effective work environment that lead to successful outcomes for the district; and, hold the organization accountable for its mission.

Chief Academic Officer, Leadership Team 3
Tucson Unified School District -Tucson, Arizona 2008 to 2009

As the Chief Academic Officer I provided leadership and supervision to 23 elementary schools and a K-12 exceptional education school. The primary function was to provide guidance and support to each site as they worked toward the development of a "school choice model" that incorporated 21st Century Teaching and Learning. Additionally, in the majority of the schools, there was an emphasis on applying effective Second Language Acquisition strategies and adherence to Title I guidelines and best practices. I also supervised the Exceptional Education Department and the Refugee Student & Family Services, and represented the superintendent/district in a variety of community boards and activities. The Chief Academic Officer of Leadership Team 3 also served as the superintendent's designee in the development of the Desegregation Post Unitary Plan for the District.

Assistant Superintendent for Student Services
Tucson Unified School District - Tucson, Arizona 2007 to 2008

The primary function of the Assistant Superintendent for Student Services was to direct and manage student related services for the district's 11 high schools, 20 middle schools, 72 elementary schools, and 20 alternative education programs. This included the supervision of the following departments: Student Equity, Exceptional Education, Transportation, Meaningful Access, Refugee Student and Family Center, Alternative to Suspensions, Interscholastics, Health Services, Comprehensive Health, Student Records, Community Resolutions, and Community Schools. The scope of the work also included working closely with the Deputy Superintendent for Teaching and Learning in making curricular and instructional decisions for all academic levels. Additionally, the assistant superintendent represented the superintendent/district in a variety of community activities.

Interim Director of Employee Relations
Tucson Unified School District - Tucson, Arizona 2006 to 2007

The primary function of the Director of Employee Relations was to ensure compliance with the District Employee Relations Policy. This included: Representing the district in all union matters; counseling staff in all employee relations matters; presiding over grievance hearings as the Superintendent's designee followed by deciding appropriate actions and disseminating these decisions to the appropriate parties; preparing cases and representing the District at arbitration hearings; and representing the Superintendent and the Governing Board in negotiating labor contracts with employee groups.

Principal Coach
Wallace Foundation Project/Arizona Department of Education 2005 to 2006

The primary function was to provide coaching to school principals as a means of supporting her/his efforts towards the attainment of highly effective leadership attributes that lead to improved student achievement. Meetings with the clients occurred on a regular basis to identify goals and objectives aligned to the Interstate State Leaders Licensure Consortium and the Arizona Administrator Standards, review professional development plans, and develop action plans for attaining goals and objectives.

Adjunct Instructor
University of Arizona 2003 to 2006

Responsible for all aspects of teaching an undergraduate college course entitled Interpersonal Relationships in a Changing World. Including lesson preparation, collaborating with co-instructors, assessment & grading, advising students of academic progress, and adhering to University-wide policies and guidelines related to the instructional program.

School Principal
Tucson Unified School District - Tucson, Arizona 2004 to 2006
Marana Unified School District - Marana, Arizona 1997 to 2004
Sunnyside School District, Tucson - Arizona 1995 to 1997
Yuma School District Number One - Yuma, Arizona 1993 to 1995

In all four school principal assignments, the primary function was to provide administrative leadership to the school organization. These leadership responsibilities included: Monitoring student progress and performance; ensuring the implementation of effective Second Language Acquisition strategies; overseeing the development of strategic planning; developing highly effective Title I programs; developing and overseeing school-wide budgets including expenditure approvals and the monitoring/reconciliation of accounts; administering personnel matters including hiring staff, supervising 60 to 95 staff, and evaluation of all staff; maintaining compliance with local, state, and federal guidelines and laws related to the administration of public schools; facilitating the evaluation and modification of school-wide instructional programs in alignment with expected outcomes; and communicating goals and policies to student, parents, staff, and other constituency. The range of the student body in these schools was 220 to 750.

Middle School Student Advisor
Sunnyside School District, Tucson, Arizona 1987 to 1993

Responsible for monitoring student academic achievement, attendance, discipline and subsequent advising and guidance. Related responsibilities included: Ongoing collaboration with administrators, teachers, and staff in the development of instructional programs and activities; participation in school and district-level committees; assisting in the development of special education individualized plans; and ongoing communication to parents. There were 1,200 students enrolled in this school.

Teacher
Sunnyside School District, Tucson, Arizona 1985 to 1987
Tucson Unified School District, Tucson, Arizona 1985

Responsible for all aspects of teaching including lesson preparation, collaborating with grade-level and content-level teachers, assessment & grading, monitoring student learning, advising students of academic progress, reporting to parents, and adhering to school-wide policies and guidelines related to the instructional program.

RECENT PROFESSIONAL TRAINING

- Culturally Relevant Teaching: Transforming Educators (Advancement Via Individual Determination)
- Opening Doors to Opportunity - K-18 College Readiness Program (Advancement Via Individual Determination)
- National Center for Culturally Responsive Educational Systems Training (U.S. Department of Education)
- Interest Based Bargaining (Federal Mediation & Conciliation Service)
- Facilitator's Guide to Collaborative Inquiry (Wellman)
- A Framework for Understanding Poverty (Ruby Payne)
- Strategic/Site Based Planning (Cambridge Group)
- The Change Process (Fullan, Tucson LINKS)
- Control Theory/Reality Therapy (Glasser)
- Resiliency Training (Tucson Resiliency Consortium)
- Domestic Preparedness Briefing and Awareness Training (Arizona Division of Emergency Management)
- Data Analysis and Interpretation (WestEd)

RECENT PRESENTATION

2014	Pascua Yaqui Tribe Education Summit: Keynote: *"Educational Transformation…Its All About Local Control."*
2014	Panelist: Arizona School Boards Association Annual Law Conference: *Education Equity in Arizona.*
2014	Testimony to the United States Senate Committee on Indian Affairs: *Indian Education Series – Indian Students in Public Schools, Cultivating the Next Generation.*
2014	National School Boards Association Annual Conference: *Native Languages, Cultures, and Other Best Practices.*
2013 & 2014	University of Arizona, College of Education, Educational Leadership Masters Cohort: *Teacher Recruitment, Selection, and Retention.*
2013	University of Arizona, College of Education: *The Passion for School Transformation.*
2013	University of Arizona, Undergraduate Psychology Exploration Program *Courageous Conversations: The C-20 Challenge.*
2013	Arizona School Boards Association's Hispanic Native American Indian Caucus Annual Conference: *Majority Minority: Supporting Success for All Students - Our Journey to Success.*
2012	Panelist: Pima County Interfaith Council. *Broken Economy, Broken Education.*
2012	National School Boards Association National Conference. The *Child that got Left Behind: The Politics, Pedagogy, Passions, and Perceptions Preventing Progress in Persistently Low Achieving School Districts.*
2012	Panelist: Summit of Community Colleges and Indian Nations and Tribes. *College Readiness*.
2012	Renewable Energy for Tribal Community Development Conference. *The Connection with the Quality of Tribal School Education and Renewable Energy.*
2012	Arizona Indian Education Association Parent Conference. *Baboquivari Unified School District: Our Journey to Success: Empowering our Native Families.*
2011	Arizona Department of Education MEGA Conference. *Teacher Development/Retention on Reservation-Based Schools.*
2011	American Association of University Women, Tucson Chapter Annual Meeting. *Educating the Native American Students in Rural Communities: Strategies, Successes, and Challenges.*
2009 & 2010	Annual Arizona LULAC State Convention. *The State of Education in Arizona K-12 Schools.*
2008	Moderator: Pima County Metropolitan Education Commission's Regional College Access Center. *Paying for College–Community Forum*.
2008	Panelist: Arizona State University: State Conference on Strategic Partnerships. *Strengthening Education.*
2007	Academic Achievement through Coordinated School Health. Arizona Department of Education Coordinated School Health Conference. *How to Design a Coordinated School Health Model*.

RECENT PROFESSIONAL COMMITTEES

Present	Arizona Department of Education Advisory Council on Native American Affairs
Present	University of Arizona: President's P-20 Council
Present	University of Arizona: President's Native American Advisory Council
2010 to 2011	Tohono O'odham Tribal Advisory Council: T-Apedag Gewkkhumuna Grant
2010	Tohono O'odham Community College President Selection Committee
2009 to 2012	Tohono O'odham Prevention Coalition Executive Committee Member
2009 to 2010	Southern Arizona Regional Education Collaborative
2008 to 2009	Pascua Yaqui Tribe/Tucson Unified School District Articulation Committee
2008 to 2009	City of Tucson: After- School Program Task Force
2008 to 2009	Tucson Unified School District: Post Unitary Committee
2007 to 2009	United Way of Southern Arizona: Education Sector Representative
2007 to 2011	Metropolitan Education Commission: Regional College Access Center Advisory Board
2006 to 2008	Tucson Unified School District: Budget Development Committee
2005 to 2006	TUSD/TEA 301 Joint Committee
2005 to 2006	Davis-Monthan Air Force Base: Advancing School-Age Care Quality Team
2005 to 2006	Davis-Monthan Air Force Base: Integrated Delivery System Team
2005 to 2006	University of Arizona: Educational Leadership Professor Search Committee
2003 to 2004	Marana Unified School District: Teacher Evaluation Committee
2003 to 2004	Marana Unified School District: Consolidated Federal Programs Committee
2002 to 2004	Marana Unified School District: Full-day Kindergarten Committee
2002 to 2004	Tucson LINKS (Linking Intervention Networks for Kids in Schools)

RECENT PROFESSIONAL AFFILIATIONS

- Arizona Hispanic School Administrators Association (President 2013 to 2015)
- American Association of School Administrators
- Arizona School Administrators Association
- Association for Supervision and Curriculum Development
- National Congress of American Indians
- Arizona Indian Education Association

SUMMARY OF MOST RECENT PROFESSIONAL RESPONSIBILITIES

- Provide leadership of a rural Tribal school district in all aspects aligned to implementing a highly effective teaching & learning program and operations division.
- Provide leadership and supervision as a Chief Academic Officer to 23 elementary schools and a K-12 exceptional education school in a large urban school district with a diverse student body.
- Provide leadership and supervision as an Assistant Superintendent to the Student Services division of a large K-12 urban school district.
- Supervise schools implementing English Language Development and Language Acquisition programs in accordance with best practices and the Arizona Department of Education mandate.
- Supervise schools and a district in school improvement status under Arizona Learns and No Child Left Behind.
- Ensure compliance with federal regulations associated with entitlement grants, including IDEA and Title I programs.
- Serve as the superintendent's designee in matters associated with the development of a Desegregation Court Order - Post Unitary Plan in a large K-12 urban school district.
- Assist principals and school site councils in the development of Title I, M & O, and Desegregation budgets.
- Develop and manage district budgets.
- Represent the superintendent and governing board in community committees and outreach.
- Ensure compliance with District's Employee Relations Policy.
- Represent the governing board of a large urban school district as the lead negotiator and in other matters related to union/association business.
- Provide leadership and management of instructional programs, facilities, and human resources.
- Develop and implement district-level and school-level outreach programs in collaboration with community agencies that assist students academically and socially.
- Serve on district-wide committees that focus on ensuring that practices are aligned to the organization's mission and vision.
- Collaborate with other district departments in the development and implementation of instructional programs and activities.
- Facilitate presentations to parent groups, governing boards, administrative groups, community organizations, and university classes.
- Develop, implement, and facilitate staff development. This includes tracking and monitoring the professional development of beginning teachers as they work toward tenured status.
- Ensure compliance with state and federal regulations in the management of public schools.
- Monitor student achievement and provide the necessary programmatic leadership and guidance that lead to student success.
- Conduct program evaluations and develop plans of improvement accordingly.
- Promote the school/district through the use of newsletters, handbooks, web pages, and other marketing strategies.