

GABRIEL TRUJILLO, Ed.D.

Education

Arizona State University *Tempe, Arizona*

December 2012 Doctor of Education, Educational Administration and Supervision
Dissertation Focus: Credit Recovery Program Effectiveness

Arizona State University *Tempe, Arizona*

May 2005 Master of Education: Educational Administration

May 2000 Post Baccalaureate Secondary Education

Park University

Kansas City, Missouri Bachelor of Arts (BA)- History/ English

Arizona Department of Education Educator Certification

Arizona Standard Secondary Education (7-12) Teaching Certificate
Certification Areas: Language Arts & Spanish

Arizona Standard ESL Endorsement (K-12)

Arizona Administrative Certificate (K-12) Principal

Arizona Administrative Certificate (K-12) Superintendent

AZ St. Certified Bilingual- Spanish

District Office Administrative Experience

April 2017- present

Interim Superintendent

✓ **Tucson Unified School District**

Chief executive officer and Governing Board designee for Arizona's 2nd largest school district at 47,000 students. With direct oversight of the district's divisions for operations, human resources, finance, secondary leadership, elementary leadership, curriculum and instruction, instructional technology, and communications divisions, the position is responsible for ensuring the efficient and effective day to day operations of the district's 89 schools, is responsible for preparing and organizing information for TUSD Governing Board members so as to keep all board members appropriately informed of major events, issues, policy discussions, and challenges around the district, serves as a visible leadership presence throughout the district's schools and administrative departments and serves as the Governing Board's ambassador to various institutions and community groups throughout the city of Tucson on behalf of the district.

- ✓ Organized and completed visits of all 89 schools in the district, conducted employee and community forums, attended several neighborhood association meetings, and conducted exit interviews with several employees for the purpose of identifying
- ✓ major areas of improvement for the district according to its employees and community stakeholders.
- ✓ Organized and facilitated a \$7 million cost reduction campaign, in preparation for the 2017-2018 proposed budget, that limited budgetary reductions to district level departments across all major divisions without implementing cost reduction measures at the school or classroom level, while working collaboratively with all employee associations, and avoiding employee layoffs.
- ✓ Worked collaboratively with the Human Resources Division to facilitate the hiring and final selection of principals and assistant principals for the 2017-2018 school year and to finalize the re-organization of the Superintendent's Leadership Team and the re-assignment of duties as a result of vacated or eliminated positions.
- ✓ Re-organized the Superintendent's Office so as to implement efficient and timely systems
- ✓ for the receipt of and response to parent, employee, and community concerns as well as the receipt and processing of Governing Board or community requested requests for
- ✓ information.

September 2016- present

Assistant Superintendent Curriculum & Instruction

- ✓ **Tucson Unified School District**
Supervising administrator of the curriculum and instruction division comprised of the departments of Special Education, Gifted and Talented Education, Magnet, Language Acquisition Services, Dual Language, Advanced Learning Experiences, Assessment & Evaluation, Culturally Relevant Pedagogy, Fine Arts, and Curriculum Development for Arizona's 2nd largest school district at 47,000 students and 89 schools.
- ✓ Re-organization of the 19 school TUSD Magnet program resulted in the creation of campus level school improvement teams tasked with the creation of magnet school improvement plans aligned to Arizona's College & Career Readiness Standards and based on campus level student achievement data.
- ✓ Created and finalized a multi-year implementation plan for TUSD Curriculum 4.0 for all grade levels and content areas, as well as the district's guided reading and comprehensive literacy classroom initiative for grades K-5 across the district.
- ✓ Led the first year of the re-organization of the Special Education Department which resulted in a centralized structure for the facilitation of IEP meetings across the district, the establishment of written expectations for the roles and responsibilities of SPED campus facilitators, and the establishment of centralized procedures for the notification of SPED teachers with regard to expired IEP's.
- ✓ Led the collaborative process for and served as one of the primary authors of the TUSD Alternative ELD model, aimed at reducing the requirements of the state's 4 hour ELD language learning block and allowing ELL students access to Spanish language two-way dual language programs.

July 2016- September 2016

Director of Human Resources Certificated & Classified Personnel

- ✓ **Phoenix Union High School District**
Served as the lead administrative contact person for all processes and procedures concerning the evaluation of certified and support staff employees, employee disciplinary procedures, employee hiring processes, and site level hiring and selection concerns for the largest high school district in the state serving 17 schools and 28,000 students.

- ✓ Created and implemented a centralized protocol for the reporting, investigation, and documentation of allegations of unprofessional conduct for use by campus level administrators.
- ✓ Created a district wide program and presentation for the yearly employee in service on Phoenix Union High School District Governing Board Policy.
- ✓ Facilitated professional development workshops regarding best practices in employee re-direction, effective employee improvement plans, and highly effective strategies for collaborating with employee association leaders.

Administrative & Teaching Experience

July 2009-July 2016

Principal

- ✓ **Trevor G. Browne High School/ Phoenix Union High School**
Administrator of the district's largest comprehensive campus with 3,100 students and almost 200 employees (certified/ classified), with a budget of more than \$1,200,000 (Title & M&O combined)
- ✓ Implementation of Close Reading and Marking the Text Initiative in all content areas campus wide resulted in **7-10% increases** in reading and writing as measured by the Arizona Instrument to Measure Standards since assuming the duties of principal in 2009.
- ✓ AP class offerings more than tripled from 5 offered in the 2006-2007 school year to 18 offered during the 2015-2016 school year
- ✓ Implemented the west valley ward's first evening school opportunities program (ESO) in 2011, responsible for a 6% increase in graduation rate from 72% in 2011 to 78% in May of 2015.
- ✓ Re-organization of disciplinary practices and procedures and the creation of the TGBHS Positive Intervention Disciplinary team led to a 53% reduction in student fights and a 39% reduction in major disciplinary infractions between the 2011-2012 school year and the spring semester of the 2015-2016 school year.
- ✓ Trevor Browne High School's Positive Intervention Disciplinary team's 250 successfully completed student to student mediations lead the district during the 14-15 school year.
- ✓ Created and implemented the PUHSD's largest and most comprehensive feeder district outreach and recruitment campaigns with the Cartwright Elementary School District resulting in an 80% capture rate for 8th graders, the highest for feeder middle schools in the district.
- ✓ Implementation of weekly ACT advisory hour boot camp sessions resulted in a 3-5% increase in average scores for ACT English, Reading, and Math during the 2014-2015 school year.
- ✓ Trevor Browne's 11th grade ACT English score average of 27 was the highest for all district comprehensive campuses during the 2014-2015 school year.
- ✓ Re-organization of the ELL Department in 2013 resulted in 62% of ELL students increasing their proficiency level on AZELLA from one performance level to another and a re-classification rate of 27% at the end of the 2014-2015 school year, both almost 10% increases compared to ELL AZELLA performance during the 2012-2013 school year.

July 2006-June 2009

Assistant Principal for Registration

- ✓ **Trevor G. Browne High School/ Phoenix Union High School District** Assistant principal charged with overseeing the creation of the master schedule, the coordination of the opening and closing of school, and with serving as the administrative point person for parents during the enrollment process.
- ✓ Re-organized TGB enrollment procedures creating a more efficient and customer service friendly experience for parents and students.
- ✓ Served as interim Dean in charge of facilitating the discipline process for students and parents.
- ✓ Served as the designated summer school administrator for TGBHS including the creation of the summer school schedule, the coordination of the first day of summer school, and the facilitation of the summer school hiring and selection process.
- ✓ Assisted the Principal with the hiring and selection process for both certified and classified staff.

January 2005-June 2006

Principal

- ✓ **Ocotillo Public Charter High School (now closed)**
Presented, facilitated and implemented newly aligned and standards in math and language arts
- ✓ Created master schedule of course offerings for 2005-2006 and 2006-2007 school years.
- ✓ Ensured financial and academic compliance with NCLB

September 1999-January 2005 Teacher/ ESL and ESL Department Chair

- ✓ **West Phoenix Public Charter School**
Created, presented, and implemented ELL English curriculum for the school.
- ✓ Designed lessons and differentiated instruction according to student ability levels in all classes taught.
- ✓ As ELL Department Chair, assessed, scheduled and oversaw compliance and record keeping for all ELL students.
- ✓ Conducted multiple professional development workshops including SIOP and SADIE instructional methodology classes for colleagues.
- ✓ Served as a liaison between teachers and monolingual Spanish speaking parents

- ✓ Created master schedule of course offerings for 2005-2006 and 2006-2007 school years.
- ✓ Ensured financial and academic compliance with NCLB

September 1998-May 1999 Paraprofessional/ Emergency Certified Teacher/ Bilingual Ed

- ✓ **Peoria Elementary School/ Peoria Unified School District**
Assisted mentor teacher with the design of lessons and differentiated instruction in social studies and English language components of a bilingual education program for 1st and 2nd grade students.
- ✓ Provided Spanish language translation services for supervising teachers and administrators for parent meetings and phone calls.
- ✓ Assisted the campus administration with campus, recess, cafeteria, and crosswalk supervision.

Project Management & Facilitation

TGBHS Summer School Program Coordination- 2006-2015

- ✓ Designed and coordinated the master schedule of courses for TGBHS summer school sessions yearly since 2006.
- ✓ Established a Summer School Hiring Committee of teachers and classified employees to create and implement TGBHS site level hiring procedures and criterion for summer school teaching positions and for classified employee positions.
- ✓ Established and led a TGBHS Summer School Effectiveness Committee of teachers and counselors to analyze summer school course completion and student achievement data for each summer school session yearly.
- ✓ Designed and implemented procedures and parameters for the mandatory assignment of students to summer school courses

TGBHS Professional Learning Community (PLC) Effectiveness

- ✓ Established and led a PLC effectiveness committee of teacher representatives from all departments to develop a rubric for PLC effectiveness for each course team on campus.
- ✓ Established and implemented a quarterly monitoring and review process for all course teams on the campus requiring each course team to share common formative assessment data, intervention, and enrichment data with the administration on a quarterly basis.
- ✓ Established and implemented a structured intervention program for struggling PLC teams across the campus.

Positive Intervention Team (PIT) (TGBHS Student Discipline System Re-structure 2014)

- ✓ Established a committee of counselors, social workers, administrators, and support staff to re-structure TGBHS disciplinary processes and procedures.
- ✓ Led committee in its creation of the Positive Intervention Team designed to review campus disciplinary infractions on a weekly basis, identify trends in campus discipline, and to ensure students are referred to the appropriate intervention.
- ✓ Led committee in its work to establish a site based student mediation program as well as the implementation of a mediation training program for volunteer mediators.
- ✓ Implemented committee recommendations for the re-structuring of In School Suspension Program to an hourly model.

TGBHS Instructional Effectiveness Walk Through Program 2013

- ✓ Assembled committee of teacher representatives from all core content areas and elective courses to develop and propose a TGBHS walk through visit form.
- ✓ Collaborated with the committee in its identification of the 5 most important instructional strategies to be included on the walk through form to be used for classroom visits in all content areas campus wide.
- ✓ Implemented the committee's recommendations for teacher training on the new walk through form.
- ✓ Facilitated training sessions for all TGBHS administrators and counselors on the new walk through form to be used for classroom visits.
- ✓ Established and facilitated twice monthly instructional effectiveness meetings with the administrative team for the purpose of identifying and responding to instructional trends noted in completed classroom visits.

TGBHS Daily Advisory Period Initiative 2015-2016

- ✓ Assembled committee of teacher representatives from all core content areas and elective courses to develop and propose a modified bell schedule allowing for a daily 45 minute homeroom/ student advisory period.
- ✓ Implemented committee suggestions regarding required teacher responsibilities during the daily advisory period, procedures for student travel to and from the advisory period, and required training for teaching staff regarding the daily advisory period.
- ✓ Assembled committee of student representatives from all grade levels to develop a list of required responsibilities for students during the daily advisory period.

Professional Memberships/Committees/Awards

- ◆ 2014 PUHSD Administrator of the Year/ Principal of the Year
- ◆ 2013 Rodel Foundation Exemplary Principal Finalist
- ◆ 2012-2014 PUHSD Administrator's Association President
- ◆ Standing member and original author of the PUHSD Teacher Evaluation Instrument
- ◆ PUHSD Strategic Planning Committee
- ◆ Negotiations Chair for Interest Based Negotiations, 2009-2014
- ◆ PUHSD LEADS Cadre for Aspiring Principals and Administrators Presenter/ Mentor
- ◆ Certified trainer for the PUHSD Teacher Evaluation Instrument
- ◆ Arizona Association of Latino Administrators Board Member