

Las Cruces Public Schools Online Application

Romero, Arsenio - AppNo: 1508

Date Submitted: 7/27/2016

Personal Data

Name: Dr. Arsenio Romero
 (Title) (First) (Middle Initial) (Last)
 Other name(s) under which transcripts, certificates, and former applications may be listed:
Other: (Title) (First) (Middle Initial) (Last)
Email Address: (Title) (First) (Middle Initial) (Last)

Postal Address

Permanent Address	Present Address
Number & Street:	Number & Street:
Apt. Number:	Apt. Number:
City: Las Cruces	City:
State/Province: NM	State/Province:
Zip/Postal Code: 88012	Zip/Postal Code:
Country: United States of America	Country:
Daytime Phone:	Phone Number:
Home/Cell Phone:	

Employment Desired

Closed Vacancy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 4878 Superintendent: Superintendent at Administration Building	7/27/2016	2 years

Experience

Please list ALL WORK experience beginning with the most recent.

Current or Most Recent Position	Employer Contact Information	Supervisor/Reference Contact Information
Roswell Independent School District Assistant Superintendent for Instruction, Curriculum, and Turnaround	Roswell, NM 88201	Mr. Tom Burris 5756272510 tburris@risd.k12.nm.us
Date From - Date To: 12/2014 - 07/2016	Full or Part Time: Full	
Reason for Leaving:	presently employees in the position	
Responsibilities/Accomplishments at this Position	Lead the design for the creation of pacing guides, interim assessments, unpacking, and exemplars regarding Common Core Standards Redesigned the Roswell Independent School District gifted model Partnership with New Mexico State University Turnaround Program Presenter at 2016 Leadership Roswell. Topics include leadership development and school turnaround. Presenter at 2016 New Mexico School Board Association. Topics include leadership development and school turnaround. Recognized by New Mexico governor during 2016 State of the State address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts Lead and Developed the district wide transition from DDPre to New Mexico pre-kindergarten program, with an increase of a 20% budget Certified as a Behavioral Interviewer (B. I.) Presenter for the 2016 Lexia Administrator Summit. Topics include reading instruction and SL students. Implemented High Schools That Work initiative for 4 high schools and 4 middle schools in year two. Awarded New Mexico Public Education Department grant to work with the University of Virginia in the	

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Experience Continued

Responsibilities/ Accomplishments at this Position continued...

school turnaround program. Six Roswell Independent School District schools will participate as part of cohort 13.
 Awarded New Mexico Public Education Department Pay for Performance Pilot grant in excess of \$850,000.00 for Roswell Independent School District
 Developed partnerships and collaborating with NMSU Educational Leadership Department and Business Department to create an NMSU Turnaround model between the two colleges.
 Pioneered a teacher career pathway for high schools students through New Mexico State University
 Successfully developed a strategic 2-year turnaround plan for the redesign of the Department of Instruction and Curriculum to include additional funding, expand community support, and secure grant funding to acquire a 20% higher budget.
 Acquired University support from both Eastern New Mexico University and New Mexico State University by acquiring high school college and career readiness and pathway supports for students.
 Lead and developed the districts textbook accountability system to include knowledge, learning, and district asset management.
 Lead the redesign of the Roswell Independent School District career pathways and credit recovery programs through the alternative high school redesign.
 Lead the development of the High Schools That Work initiative for Roswell Independent School District in year one.

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Las Cruces Public Schools Principal		505 North Main Street Las Cruces, NM 88011 5755275800		Dr. Steven Sanchez stsanchez@lcps.net	
Date From - Date To:	06/2001 - 12/2014	Full or Part Time:	Full		
Reason for Leaving:	Position with Roswell Independent School District				
Responsibilities/ Accomplishments at this Position	<p>Designed and executed the Joint Ungraded Multiage Primary program in direct response to pending New Mexico legislation.</p> <p>Supervised and lead the designed in execution of the 14 classrooms that were located in seven elementary schools (Dona Ana, Cesar Chavez, Conlee, Hermosa Heights, University Hills, Booker T. Washington, and MacArthur) but functioned as a school within a school .</p> <p>Developed relationships with Northern Arizona University. Developed relationships with Dr. Sandra Stone of the National Multiage Institute at Northern Arizona University for the initial and on-going professional development needs of the teachers and other staff. Other professional development was provided by Promethean, Lexia, Apple, University of Virginia Turnaround Process, and various instructional supports.</p> <p>Created the evaluations tool for the program that consisted of triangulation using Discovery Education, DIBELS, and Lexia Learning.</p> <p>280 students entered the program from the 7 most neediest schools in the district. 100% were below reading level. At the end of year one, 72% of student were at grade level in reading. At the end of year two, 81% were at or above grade level reading.</p> <p>Acquired \$75,000 Stocker Foundation grant to improve classroom instruction in 14 elementary classrooms throughout the school district to support JUMP program initiatives</p> <p>Southern New Mexico Educational Research Center (SNMERC) Presenter on multiage classrooms and success of JUMP</p> <p>Acquired the Las Cruces Public School Technology Award (\$250,000.00) that integrated multiple technology initiatives into multiple elementary and middle school classrooms throughout the school district.</p> <p>Honorary National Education Association Master of Ceremonies</p> <p>University of Virginia Turnaround Darden School of Business Executive Education</p>				

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Experience Continued

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
New Mexico State University Assistant Professor		1780 E University Ave, Room 222B, O Donnell Hall Las Cruces, NM 88003		Dr. Mary Prentice mprentic@nmsu.edu	
Date From - Date To:	01/2014 - 07/2016	Full or Part Time:	Part		
Reason for Leaving:	presently in the position				
Responsibilities/Accomplishments at this Position	Successful implementation of case study method as an educational tool Oversaw the curriculum design for Master and Ph.D. level classes in the areas of educational law, education finance, educational leadership, data driven instruction, and educational policy Successfully created online, hybrid, and face-to-face classroom environments that utilized flipped classroom concepts and peer learning experiences. Consistently received high marks and feedback from students in all classes.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
Eastern New Mexico University Assistant Professor		Portales, NM 88130		Dr. Kathie Good kgood@enmu.edu	
Date From - Date To:	01/2016 - 07/2016	Full or Part Time:	Part		
Reason for Leaving:	presently in this position				
Responsibilities/Accomplishments at this Position	Oversaw the curriculum design for Master and Ph.D. level classes in the areas of educational curriculum Successfully created online, hybrid, and face-to-face classroom environments that utilized flipped classroom concepts and peer learning experiences. Consistently received high marks and feedback from students in all classes.				

Previous Position Held		Employer Contact Information		Supervisor/Reference Contact Information	
New Mexico Department of Education, Priority School Bureau Turnaround Leader		300 Don Gaspa Santa Fe, Nm 87501		Debbie Montoya debbie.montoya@state.nm.us	
Date From - Date To:	05/2013 - 07/2016	Full or Part Time:	Part		
Reason for Leaving:	presently in this position				
Responsibilities/Accomplishments at this Position	Recognized by New Mexico governor during 2016 State of the State address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts Pioneered the original implementation and construction of the Principals Pursuing Excellence Program. Twelve of thirteen schools under my mentorship improved with the New Mexico report card through Principals Pursuing Excellent support during the first cohort. New Mexico Public Education Department-Principals Pursuing Excellence Presenter on leadership and turnaround competencies				

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Education

Please tell us about your educational background beginning with the most recent.

High School Attended: Belen High School
Graduation Status: H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected
NM - New Mexico State University	06/2009 05/2013	Educational Leadership Hrs: 51	Hrs:	Doctorate of Philosophy	05/2013
NM - University of New Mexico	06/2000 07/2001	Educational Administration Hrs: 39	Hrs:	Masters of Arts	07/2001
NM - New Mexico State University	08/1992 12/1996	Elementary Education Hrs: 133	Hrs:	Bachelors of Science	12/1996

Overall GPA	Undergraduate	Graduate
Major GPA		
Highest Degree Attained	Number of graduate hours beyond your highest degree:	Grad Program Of Study
Ed.D/Ph.D/etc.	0	Administrative Leadership

List honors, awards or distinctions you have earned:

Dissertation Topic: The Political Power of New Mexico Public School Superintendents: A Qualitative Study

Outstanding Doctoral/Senior Award

Academic & Leadership Stole Award Recipient

Certification

Do you hold National Board for Professional Teaching Standards certification? **No**

Do you hold or anticipate a New Mexico certificate? **Certificate is held**

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Certification Continued

Type	Certificate Number	Expiration Date	Status
Administrative/Teaching Licenses (Administration Pre K-12 (100 or 104), Elementary K-8 (200 or 208))	261919	06/30/2019	Current

Please list any other endorsements and/or verifications documented on your certificate(s):

Do you hold a current out-of-state certificate? No

State	Type	Certificate Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Language Skills

Do you know any language other than English? Yes

Language(s): Spanish
 Oral Level: Literate
 Written Level: Literate

Referrals

How did you hear about employment with us?

District Employee

Additional Information

List any additional information which will help in determining your professional qualifications for a position.

Awards and Accolades:

New Mexico State of the State Address- Recognized by New Mexico Governor during 2016 State of the State Address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts

University of Virginia/Darden School of Business Executive Education-Public School Turnaround Specialist/Executive Education as a building principal and superintendent

New Mexico Public Education Department-Turnaround Leader/Shepherd, Oversees mentors and mentees

New Mexico Public Education Department-Teachscape certified as teacher evaluator

Northern Arizona University-Multiage Learning Environments

New Mexico State University/College of Education-Outstanding Doctoral/Senior Award

New Mexico State University/NMSU Hispanic Faculty/Staff Caucus-Academic & Leadership Stole Award Recipient

2010-2011 Las Cruces Public School Bilingual Educator of the Year

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Additional Information continued

Upload any additional documents.

[Ed philolsophy statement.docx](#)

Disclosures

Contract Status

* Are you currently under contract?

Yes

If Yes, which district?

Roswell Independent School District

If Yes, when does it expire?

30 day notice

Professional Status

* Have you ever had a teaching certificate or teaching license revoked or suspended?

No

If Yes, explain:

* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?

No

If Yes, explain:

* Are you a relative of any board member, administrator, or supervisor who is currently serving the School District?

No

Name:

Position:

Relationship:

* Can you perform all the essential job function(s) of the position(s) for which you are applying?

Yes

Legal Information

Please note: Applicants are not obligated to disclose sealed or expunged records.

* Can you provide documentation that you can legally work in the United States for the entire school year?

Yes

* Have you ever been convicted of a criminal offense other than a minor traffic violation?

No

If yes, explain, giving dates:

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Legal Information continued

Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information will be used only for job-related purposes and only to the extent permitted by applicable law.

* Have you ever had any indicated finding of child abuse filed in your name?

No

If yes, explain, giving dates:

* Does your name appear on any Sex Offender Database in any state or country?

No

Equal Opportunity Employer

Las Cruces Public Schools is an Equal Opportunity Employer. Las Cruces Public Schools ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Las Cruces Public Schools has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Applicant's Acknowledgment and Agreement, Authorization, Waiver, and Release

I hereby certify that the information contained in this application is true, accurate and complete, to the best of my knowledge and belief. I understand and agree that any misrepresentation or willful omission of facts shall be sufficient cause for disqualification of my application or for termination of my employment. Failure to provide all or part of the information requested may result in the refusal of the Las Cruces Public Schools District to further consider me for possible employment.

I hereby authorize the Las Cruces Public Schools District and its agents to investigate my work history and education history and to conduct personal inquiries. I understand that the Las Cruces Public Schools District will send a copy this Agreement and Authorization to each individual or entity from whom it is seeking a reference or background information.

I hereby authorize the party receiving a copy of this signed form (including a photocopy or facsimile copy) to provide and release complete information as may be requested, and I hereby waive any claim of confidentiality I might have with regard to such information.

I hereby release any person or entity providing information or records in accordance with this Agreement, Authorization, Waiver, and Release from any and all claims or liability for compliance.

I AM ALSO WAIVING ANY RIGHT OF ACTION, CAUSE OF ACTION OR OTHER MEANS OF REDRESS I MAY HAVE AGAINST ANY PERSON OR ENTITY SUPPLYING EMPLOYMENT-RELATED INFORMATION--INCLUDING BUT NOT LIMITED TO INFORMATION CONCERNING MY BACKGROUND, WORK HISTORY, AND DISCIPLINARY HISTORY--TO THE LAS CRUCES PUBLIC SCHOOLS DISTRICT UNDER A GUARANTEE OF CONFIDENTIALITY.

I understand and agree that if I am considered as a finalist for, or I am actually recommended for employment, I will submit to a criminal background investigation, including mandatory fingerprinting, at my expense, to determine my acceptability for employment. Criminal convictions shall not automatically bar an applicant from obtaining employment with the School District, but pursuant to the Criminal Offender Employment Act of New Mexico (NMSA 1978, 28-2-1, et seq.), such convictions may be the basis for refusing employment. I understand that any employment offer is contingent upon the satisfactory completion of all background checks.

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I understand that the information contained in this application and the information submitted by me or obtained pursuant to this agreement and authorization is confidential, for the exclusive use of the Las Cruces Public Schools District and its agents for employment decisions, and will not be transferred to any other entity without my written authorization unless required to be disclosed upon request by either New Mexico or federal law.

I, Arsenio Romero, agree to all of the terms above.

I agree



In Recognition of
The Fulfillment of the Requirements for
School Personnel Licensure
this

LEVEL THREE-B PRE K-12 ADMINISTRATIVE LICENSE

is issued to
ARSENIO ROMERO
Effective From July 1, 2010 To June 30, 2019
Licensure Number: 261919

UNSIGNED COPY ISSUED TO LICENSEE



In Recognition of
The Fulfillment of the Requirements for
School Personnel Licensure
this

LEVEL THREE-A INSTRUCTIONAL LEADER K-8 ELEMENTARY LICENSURE

is issued to
ARSENIO ROMERO
Effective From July 1, 2010 To June 30, 2019
Licensure Number: 261919

UNSIGNED COPY ISSUED TO LICENSEE

July 18, 2016

Dear Las Cruces Public Schools Board of Education,

I am writing to express my interest in the Superintendent of Schools position with the Las Cruces Public Schools. I am currently the Assistant Superintendent for Instruction and Turnaround with the Roswell Independent School District in Roswell, New Mexico. I have completed my doctoral studies at New Mexico State University in the Division of Educational Leadership and my Master's Degree also in Education Leadership from the University of New Mexico. Before pursuing my graduate studies I served as an elementary and middle school teacher. I have committed my entire professional career to advancing issues of educational equity and social justice leadership in the PK-20 arena. My specializations include: educational leadership, educational research, educational policy at the local, state, and federal levels, and leadership for democratic and multicultural schools and societies. Within these specializations, I strongly focus on issues of school reform, technology, curriculum, policy, politics, equity and social justice as conduits of educational reform in the practical contexts of PK-20 spectrum. As you will find, my research, teaching, and service work fit well with the aims of your search and the programmatic interests.

I believe that I have the necessary qualifications and the highest degree of commitment to meet the challenges, exceed expectations, and provide the leadership and stability needed when leading a school district to success. I pledge to have the greatest of loyalties to the Las Cruces Public Schools. I am able to construct a vision with staff, students, and parents along with the diverse community using collaboration and continuous dialogue. I have demonstrated that I possess the experience, innovation, curricular knowledge, and credibility as an instructional leader and a turnaround agent who is constantly striving for higher expectations of students and staff. At the same time, continuing to improve the educational environment that creates a safe and positive school. Creating improved capacity within the school district is important to the positive growth and culture for students and the community. I have been able to create this positive growth by improving District facilities and bringing to scale successful initiatives.

The most important skill an effective leader has is the notion that "none of us is as smart as all of us." This means that the power of the leadership; the direction; the focus must arise from a group of people working together toward a common goal, or set of goals. While true leadership is an influence process, the best methods will motivate a group through change. I have proven this belief over and over again in many different settings. I prefer collaboration, open communication, varied opinions, innovation, research driven ideas, building leadership capacity in others and the power of risk taking.

With the Roswell Independent School District, I have had the opportunity to bring growth and stability to the school district. There have been marked improvements in instruction and student proficiency at the elementary, middle, and high school levels. This has come

through a turnaround effort that has developed school leaders and provided a collaborative environment for classroom teachers. I have also been able to increase funding both at the state and federal levels. These funds have allowed for more professional development for teachers, interventions for students, and leadership development for site administrators.

I have also had the opportunity to implement a highly successful program for the Las Cruces Public schools. This turnaround effort resulted in students moving from 0% proficient to 82% proficient. I have also been able to open a new alternative middle school in which students were able to succeed in a positive learning environment. Last, I have had the opportunity to speak at numerous events on the turnaround process and been able to consult numerous schools and school districts on turnaround efforts.

I have consistently embraced and encouraged diversity throughout my career. I worked in the neediest of schools, serving a population of extremely at-risk students and communities. In addition, I have created enriching classrooms by providing educators the opportunity to be successful in a risk-taking environment that focuses on learning styles and learning abilities. I have also worked with a number of veteran superintendents within the State. My work as a turnaround leader has given me the opportunity to work with parents, the community, curriculum, budgets, multiage, bilingual, special education, technology, district policies, Title I Programs, and provide professional development opportunities.

Recent successes with the Joint Ungraded Multiage Primary (J.U.M.P.) and Leading Edge Acceleration Program (L.E.A.P.) have provided me with experiences of working with extremely high-risk/low social economic students and parents. The knowledge and skills that have been passed on from these turnaround initiatives have prepared me to take on the challenge of being the Superintendent for a high need population in which students can be successful. With this experience and knowledge, students will receive a high quality education by providing excellence in teaching and high academic standards.

I have also worked with the New Mexico Public Education Department to improve school in the southeast part of the State. I have mentored, coached, and consulted with local Superintendents and Principals to improve schools and districts through the Principals Pursuing Excellence program. My title is Turnaround Leader and I work with numerous mentor principals and many mentee principals.

Also, I have continued my work with higher education. Through this effort, I have had the opportunity to teacher the next generation of educators and leaders. Course work and research have revolved around curriculum, data use, leadership development, finance, and law. I have partnerships with both New Mexico State University and Eastern New Mexico University.

I am always seeking to pursue professional knowledge. It is imperative that I remain abreast of trends and any available resources. I am well versed in data driven decision-making, and am passionate about a technology integration vision that moves students

from being consumers of technology but toward being creators of original content through their unique experiences. I have always and will continue to keep what is best for children at the forefront. I believe my work, dedication, and passion within the educational sector for the last 20 years is indicative of this mission. Please feel free to contact me if you need any additional materials or information. Thank you in advance for your time and consideration. I look forward to hearing from you.

Respectfully,

Arsenio Romero, Ph.D.

Official Academic Transcript from:
UNIVERSITY OF NEW MEXICO MAIN CAMPUS
OFFICE OF THE REGISTRAR
MSC 11 6325
1 UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NM 87131-0001



TELEPHONE: 505-277-8900

Academic Transcript of:
ARSENIO ROMERO
Date of Birth:
Transcript Created: 19-Jan-2014

Document Type: THIRD-PARTY SECURE PDF

Intended Recipient:
ARSENIO ROMERO

LAS CRUCES, NM 88012-8354

E-Mail:

Requested by:
ARSENIO ROMERO
LAS CRUCES, NM 88012-8354

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THE UNIVERSITY OF NEW MEXICO

SSN: :

Student No: :

Date of Birth:

Date Issued: 19-JAN-2014
OFF Official

Record of: Arsenio Romero
Current Name: Arsenio Romero
Issued To: ARSENIO ROMERO

LAS CRUCES, NM 88012-8354

Page: 1

Course Level: Associate/Certificate

Current Program
Undeclared

College : Unclassified
Campus : Valencia County Branch
Major : Special Status

SUBJ NO.	COURSE TITLE	CRED GRD	PTS
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INSTITUTION CREDIT:

Spring 1992

Non-Degree Status

ENGL 101 COMP II: EXPOSITION

Ehrs:	GPA-Hrs:	Qpts:	GPA:
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Summer 1993

Unclassified

ENGL 102 COMP II: ANALYS & APP

Ehrs:	GPA-Hrs:	Qpts:	GPA:
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***** -*** TRANSCRIPT TOTALS *****

*****	Earned Hrs	GPA Hrs	Points	GPA
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TOTAL INSTITUTION

TOTAL TRANSFER

OVERALL

***** CONTINUED ON PAGE 2 *****

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THE UNIVERSITY OF NEW MEXICO

SSN:

Student No.:

Date of Birth:

Date Issued: 19-JAN-2014
OFF Official

Record of: Arsenio Romero
Current Name: Arsenio Romero
Issued To: ARSENIO ROMERO

Page: 2

LAS CRUCES, NM 88012-8354

Course Level: Graduate/GASM

Current Program
Master of Arts

College : Graduate Programs
Campus : Main Campus
Major : Educational Leadership

Degree Awarded Master of Arts 28-JUL-2001

Primary Degree

College : Graduate Programs
Campus : Main Campus
Major : Educational Leadership

SUBJ NO.	COURSE TITLE	CRED GRD	PTS
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INSTITUTION CREDIT:

Summer 2000

Graduate Programs

EDUC 500 RES APP TO EDUC
LEAD 522 SCH BUS MANAGEMENT
LEAD 561 SCHOOL LAW
LEAD 596 INTERNSHIP

Ehrs: GPA-Hrs: QPts:

Fall 2000

Graduate Programs

LEAD 571 STATE & FED ED LEAD
LEAD 591 PROBLEMS
LEAD 592 W/PORTFOLIO
LEAD 592 CONFLICT MED SCH LDR
LEAD 596 INTERNSHIP

Ehrs: GPA-Hrs: QPts: GPA:

Spring 2001

Graduate Programs

LEAD 501 FDNS OF EDUC LEAD

***** CONTINUED ON NEXT COLUMN *****

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
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Institution Information continued:

LEAD 520 SCHOOL PRINCIPALSHIP
LEAD 591 PROBLEMS
LEAD 592 WKSHP/MANAGING THE
LEAD 596 INTERNSHIP/CEAIP

Ehrs: GPA-Hrs: QPts:

Summer 2001

Graduate Programs

LEAD 595 ADV FLD EXPERIENCES

Ehrs: GPA-Hrs: QPts: A GPA:

***** ** TRANSCRIPT TOTALS ***** **

	Earned Hrs	GPA Hrs	Points	GPA
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TOTAL INSTITUTION 00 00 : *

TOTAL TRANSFER 00 .00 : *

OVERALL .00 00 : *

***** CONTINUED ON PAGE 3 *****

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THE UNIVERSITY OF NEW MEXICO

SSN:

Student No:

Date of Birth:

Date Issued: 19-JAN-2014
OFF Official

Record of: Arsenio Romero
Current Name: Arsenio Romero
Issued To: ARSENIO ROMERO

Page: 3

REFNUM:
LAS CRUCES, NM 88012-8354

Course Level: Non Degree Undergraduate

Current Program
Non-Degree Program
College : Non-Degree Status
Campus : Valencia County Branch
Major : Non-Degree

SUBJ NO.	COURSE TITLE	CRED GRD	PTS
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INSTITUTION CREDIT:

Spring 1992

Non-Degree Status

ENGL 101 COMP I: EXPOSITION

Ehrs:) GPA-Hrs: QPts: GPA: *****

***** TRANSCRIPT TOTALS ****

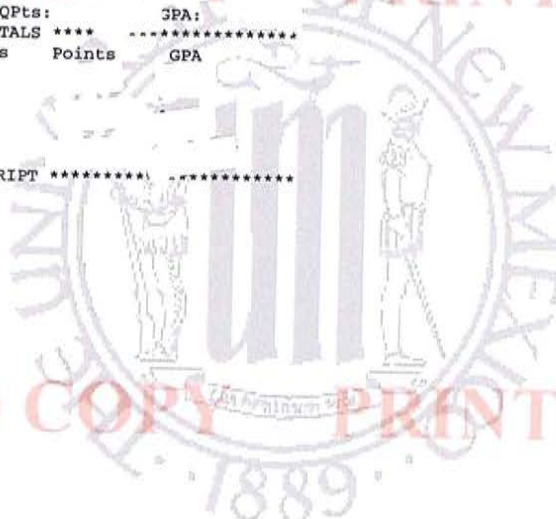
Earned Hrs GPA Hrs Points GPA

TOTAL INSTITUTION

TOTAL TRANSFER

OVERALL

***** END OF TRANSCRIPT *****



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THE UNIVERSITY OF NEW MEXICO
OFFICE OF THE REGISTRAR

MSC 11-6325

1155 University SE

Albuquerque, NM 87106 (505) 277-8900

ACADEMIC RECORDS INFORMATION

UNM is on a semester calendar, Fall and Spring. In addition, there is a summer session consisting of different length terms.

A credit hour represents 50 minutes of lecture or recitation or 3 hours of laboratory work per week for 16 weeks, exclusive of final examination week.

COURSE NUMBER SYSTEM

001-100 non credit courses, 101-299, lower division, 300-499, upper division, 500-799 graduate or professional.

LEVELS

AD	Associate
UG	Undergraduate
GR	Graduate
NU	Non-Degree Undergraduate
NG	Non-Degree Graduate
MD	Doctor of Medicine
LW	Law School
PH	PharmD
CE	Continuing Education Non Credit
CT	Certificate Non Credit Professional Development
CU	Continuing Education - CEU
OO	Undeclared

KEY TO SYMBOLS

- T - Technical, vocational or special course. Applicable for Baccalaureate credit only upon petition to and approval from UNM degree granting unit. Prior to Summer 1983.
- G - Upper division course taken for graduate credit.
- E - Repeated course - excluded from GPA and earned hours.
- R - Repeated course - computed in GPA.
- I - Repeated courses - computed in GPA and earned hours.
- A - Repeated course - computed in GPA but excluded from earned hours.
- S - Developmental - computed in GPA. Prior Summer 1983
- V - Developmental - not counted toward degree.

Correspondence, Challenge and Extension Course Work

Correspondence - C after course title.

Challenge - X after course title.

Extension - E after course title.

GRADING SYSTEM

Prior to Fall 1988: Undergraduate, Non-degree and Law - A, B, C, D, F, Cr or NC. Graduate - A, B, C, and F. PR - Progress is recorded to indicate that a thesis or dissertation is in progress but not complete.

Effective Fall 1988: Undergraduate, Non-degree and Law - A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F, CR, NC or I.

Graduate - A, A-, B+, B, B-, C+, C, F, CR, NC, PR or I.

Effective Fall 1991: A+ added. Cumulative GPA not to exceed 4.0.

Effective Fall 2001: Cumulative GPA not to exceed 4.33.

Medical School Students: SU - Superior, SA - Satisfactory, U - Unsatisfactory effective through May 1984. Effective Fall 1984 through Summer 2006: O - Outstanding, G - Good, S - Satisfactory, M - Marginal, U - Unsatisfactory, I - Incomplete. Beginning Fall 2006, M and U grades deleted and F grade applicable.

All letter grades and WF's are calculated on a 4.33 point system. The system shown below is the basis for computation of the student's semester or cumulative grade point average. The grade point average is computed by dividing the total number of points by the total number of GPA hours.

<u>Grades Computed</u>	<u>Grades Not Computed</u>
A+, A, A-	AUDIT
B+, B, B-	CR credit
C+, C, C-	NC no credit
D+, D, D-	PR progress
F, WF	R remedial
	WP withdrew passing
	WNC withdrew no credit
	W withdrawal-no grade assigned

Grades not Included in Earned Hours

Academic Renewal XC-, XD+, XD, XD-, XF, XWF

Grades Included in Earned Hours

Academic Renewal XA+, XA, XA-, XB+, XB, XB-, XC+, XC, XCR

I - Incomplete - computed into grade point average when grade is earned.

WP, WF, WNC: assigned when a student officially withdrew from a course in accordance with University regulations.

NR - No grade reported by Instructor of Record.

Academic Renewal - applies to undergraduate degree-seeking students, re-admitted after a five year absence. This policy allows a currently enrolled student to request their academic record be reviewed for evaluation of previously earned credit and re-calculation of the grade point average from the point of re-admission. Students approved for Academic Renewal are so designated.

Academic Standing - Academic suspension is noted on the academic record. Academic probation is not recorded on the academic record.

Course Repetitions - 1980 through Fall 1990: a student may repeat courses but will receive credit only once. All grades are computed into the grade point average. Beginning with courses taken Spring 1991 or after, students may repeat up to 12 credits for grade improvement. The highest grade will remove the lower grade from GPA and earned credit hours.

Transfer Work - Acceptable transfer credits are counted in earned hours toward graduation, but are not computed in the student's grade point average at the University of New Mexico.

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Educational Philosophy Statement

Dr. Arsenio Romero

Introduction

The ascension of my role as an educational leader began early on. I have always strived to meet the individual needs of students and create a learning environment that meets the needs of individual students through differentiated instruction. I began this vision first as a classroom teacher. Next, I honed my skills as an educational leader in the role of a building principal in an elementary and middle school school setting. Currently, I am an educational leader, teach master and doctoral level classes, and work with principals and superintends all over the state. These roles have allowed me to implement my vision of creating an inclusive educational environment for all students.

Moreover, these environments have been such that all children, regardless of their limitations, exceptionalities, race, creed, nationality, and/or differences, will continue to be the driving force behind my professional choice in becoming a lifelong advocate for children. The right to an education is a natural one that cannot, as protected by law, be denied to our youth; however the education they receive is not always what they deserve. As an educational leader, it is my responsibility to afford the students I serve with an education that meets their individual needs regardless of their background. I believe passionately in an inclusive education, and will continually struggle to find the answers to how this model will work best for all students, as well as model its significant advantages to those who may not believe in it. It is with honor that I am an educational leader, and have been granted the opportunity to work with students and professional educators who possess unique abilities, struggles, and achievements, and it is with integrity that I will work to facilitate the education they most deserve to reach their fullest potential both as students and as people.

Education Theory

Admittedly, an inclusive education is the model that I support prior to any other choice for children and their appropriate setting for education. I define inclusive education as an environment where all students are able to feel safe and learn with their peers that include all sub-groups of students (i.e. Caucasian, Hispanics, second language learners, students with disabilities, and economically disadvantaged.) I realize that all children are different, and therefore all require differentiation for delivering the education they need and deserve. First and foremost the child must be the center of all decisions. I believe that we often deny children the right to an inclusive education based on what is easiest for the educator or rely on outdated practices, and deny what could be the difference in a child being able to adapt and grow into a successful and functional member of society. More often than not, differences are met with external programs such as transitional programs, maintenance programs, or self-contained programs. An inclusive education is not just about where children are educated; rather it is how they are educated. An inclusive education, when implemented effectively, creates an environment for the children who are specifically placed in this setting not stand out due to differences, and those surrounding these students have much to learn from them child as well. The inclusive model is reciprocal in nature regarding the benefits that all children receive in its structure whether they have an identified need or not. It is my mission to learn, and help others learn how to implement an environment whether it is in the classroom or school wide where inclusion is not a placement, but rather a natural setting for high quality instruction that reaches the needs of all the students it encompasses.

Educational Policy

Multicultural and special education both stress the need for students to receive an equal education. Multicultural education "is a field of study and an emerging discipline whose major aim is to create equal educational opportunities for students from diverse racial, ethnic, social-class, and cultural groups. One of its important goals is to help all students to acquire the knowledge, attitudes, and skills needed to function effectively in a pluralistic democratic society and to interact, negotiate, and communicate with peoples from diverse groups in order to create a civic and moral community that works for the common good" (Banks and Banks, 1995). According to the New Mexico Public Department of Education Special Education Bureau the policies and procedures for the provision of special education services for students with disabilities and gifted students should be in their least restrictive environment (LRE) (New Mexico Public Department of Education, 2007). It is from personal experience, that I have witnessed individual educators and entire schools at large claim that students are not suited for the inclusive setting, simply based on rationale that is more convenient for the educators involved as opposed to the children it affects. Poet Martin Espada (1994) wrote:

Any progressive social change must be imagined first, and that vision must find its most eloquent possible expression to move from vision to reality. Any oppressive social condition, before it can be changed, must be named and condemned with words that persuade by stirring the emotions, awakening the senses. Thus the need for political imagination (Epilogue).

Human Development

In any case, excluding children from equal education has a much higher price than trying to include them. School leaders must understand how diverse backgrounds can enhance a school's learning environment and create a positive learning culture for the entire school community (National Association of Elementary School Principals: NAESP, 2008). It is my goal to encourage the development of the whole child by supporting not only the physical and mental health of children but their social and emotional well-being and their sense of safety and self confidence as well. I believe that children have a much better chance at attaining self confidence and sense of acceptance by being included alongside their peers with the fullest extent possible as opposed to being excluded from their peers and learning in environments of isolation. They can do well when the environment is adjusted to meet their needs, in a subtle way. Also, that these adjustments can and will benefit all students. I believe this environment is only possible through providing an atmosphere that is safe, supports risk taking, honors the individual, and stimulates and challenges the needs of all students in the classroom. When we deny children the opportunity to participate with their peers we take away from not only the children with differences, but we also take away from the diversity of the classroom in general. This is a cost that we can no longer afford to take.

Conclusion

In summary, children are the forefront of the practices I choose and will continue to choose to drive my philosophy of education and the role I play as the leader. I have always maintained the belief that in order for a student to be a successful, I must look at children and

think not how smart are they, rather how are they smart. With that in mind it is an incessant struggle to find that answer, and make education work for children as opposed to making children work for the education we provide them. This is a complicated challenge, but one that is certainly worth fighting for.

References

- New Mexico Public Education Department (NMPED). (2007). *New Mexico special education policy and procedures*. Retrieved from http://www.ped.state.nm.us/seo/policies_procedures/index.html
- National Association of Elementary School Principals (NAESP). (2008). *Leading learning communities*. Washington, DC. 35(14).
- Espada, M. (1994). *Poetry like bread: Poets of political imagination from curbstone press*. Willimatic, CT: Curbstone.
- Banks, J. (1995). *Multicultural education: Issues and perspectives*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/educatrs/pesrvce/pe3lk1.htm>

ARSENIO ROMERO, Ph.D

Las Cruces, New Mexico 88012

PROFESSIONAL PROFILE

Dynamic, goals driven Executive with more than 20 years of leadership and managerial experience and a proven track record and ability to lead large scale initiatives that is focused on; student achievement, financial management, human capital strategy, facility master planning, accountability and assessment, and policy and governance. In depth knowledge in research and data analysis to inform practice. A leader with excellent public speaking, relationship building, interviewing, change theory and marketing skills. Highly skilled in conducting training and development for staff. A strong commitment to the development of students, staff and providing a safe and nurturing learning environment.

Knowledge and Strength

- | | | |
|--------------------------------|-----------------------------------|------------------------------|
| ✓ Education Code | ✓ Administrative and Board Policy | ✓ Standards Based Programs |
| ✓ Federal and State Regulation | ✓ Funding for Education | ✓ Budget Management |
| ✓ Practices of Leadership | ✓ Relationship Building | ✓ Program/Project Management |
| ✓ Technological Advancement | ✓ Long Term School Reform | ✓ Common Core Standards |

ACADEMIC BACKGROUND

- 2013 **Doctor of Philosophy** in Educational Management and Development, New Mexico State University, Las Cruces, New Mexico
Dissertation Topic: *The Political Power of New Mexico Public School Superintendents: A Qualitative Study*
- 2001 **Masters of Arts.** University of New Mexico, Albuquerque, New Mexico
Educational Administration and Leadership
- 1996 **Bachelors of Science.** New Mexico State University, Las Cruces, New Mexico
Elementary Education
- 1992 **High School Diploma,** Belen High School, Belen Consolidated Schools, Belen, New Mexico

CERTIFICATIONS and AWARDS

New Mexico State of the State Address- Recognized by New Mexico Governor during 2016 State of the State Address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts

University of Virginia/Darden School of Business Executive Education-Public School Turnaround Specialist/Executive Education as a building principal and superintendent

New Mexico Public Education Department-Turnaround Leader/Shepherd, Oversees mentors and mentees

New Mexico Public Education Department-Teachscape certified as teacher evaluator

Northern Arizona University-Multiage Learning Environments

New Mexico State University/College of Education-Outstanding Doctoral/Senior Award

New Mexico State University/NMSU Hispanic Faculty/Staff Caucus-Academic & Leadership Stole Award Recipient

LEADERSHIP EXPERIENCE

2015 to Present Assistant Superintendent for Instruction and Turnaround
Superintendent Cabinet
Roswell Independent School District, Roswell, New Mexico

- Lead the design for the creation of pacing guides, interim assessments, unpacking, and exemplars regarding Common Core Standards
- Redesigned the Roswell Independent School District gifted model
- Partnership with New Mexico State University Turnaround Program
- Presenter at 2016 Leadership Roswell. Topics include leadership development and school turnaround.
- Presenter at 2016 New Mexico School Board Association. Topics include leadership development and school turnaround.
- Recognized by New Mexico governor during 2016 State of the State address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts

- Lead and Developed the district wide transition from DDPRE to New Mexico pre-kindergarten program, with an increase of a 20% budget
- Certified as a Behavior Event Interviewer (B.E.I.)
- Presenter for the 2016 Lexia Administrator Summit. Topics include reading instruction and ESL students.
- Implemented High Schools That Work initiative for 4 high schools and 4 middle schools in year two.
- Awarded New Mexico Public Education Department grant to work with the University of Virginia in the school turnaround program. Six Roswell Independent School District schools will participate as part of cohort 13.
- Awarded New Mexico Public Education Department Pay for Performance Pilot grant in excess of \$850,000.00 for Roswell Independent School District
- Developed partnerships and collaborating with NMSU Educational Leadership Department and Business Department to create an NMSU Turnaround model between the two colleges.
- Pioneered a teacher career pathway for high schools students through New Mexico State University
- Successfully developed a strategic 2-year turnaround plan for the redesign of the Department of Instruction and Curriculum to include additional funding, expand community support, and secure grant funding to acquire a 20% higher budget.
- Acquired University support from both Eastern New Mexico University and New Mexico State University by acquiring high school college and career readiness and pathway supports for students.
- Lead and developed the districts textbook accountability system to include knowledge, learning, and district asset management.
- Lead the redesign of the Roswell Independent School District career pathways and credit recovery programs through the alternative high school redesign.
- Lead the development of the High Schools That Work initiative for Roswell Independent School District in year one.

2015

Assistant Superintendent for Assessment, Accountability, and Technology
 Superintendent Cabinet
 Roswell Independent School District, Roswell, New Mexico

- Successfully designed and implemented district assessment calendar
- Created successful implementation of Turnaround initiatives district wide
- Lead the development of transition from state standards to Common Core standards
- Lead the redesign of pacing guides, report cards, and district assessments
- Successful implementation of End of Course Exams, integration of PARCC, and data driven instruction

2014-15

Executive Director for School Turnaround
 Superintendent Cabinet
 Roswell Independent School District, Roswell, New Mexico

2013 to Present

- Created successful implementation of Turnaround initiatives district wide

Turnaround Leader/District Consultant
New Mexico Public Education Department
Principal's Pursuing Excellence
Santa Fe, New Mexico

- Recognized by New Mexico governor during 2016 State of the State address for success as a Turnaround Leaders supporting other superintendents and principals to help improve State report cards in multiple school districts
- Pioneered the original implementation and construction of the Principals Pursuing Excellence Program.
- Twelve of thirteen schools under my mentorship improved with the New Mexico report card through Principal's Pursuing Excellence support during the first cohort.
- New Mexico Public Education Department-Principals Pursuing Excellence Presenter on leadership and turnaround competencies

2012 to 2014

Administrative Principal/Director
Joint Ungraded Multiage Primary, Valley View Elementary, and
Mesilla Valley Alternative Middle School
Las Cruces Public Schools, Las Cruces, New Mexico

- Designed and executed the Joint Ungraded Multiage Primary program in direct response to pending New Mexico legislation.
- Supervised and lead the designed in execution of the 14 classrooms that were located in seven elementary schools (**Dona Ana, Cesar Chavez, Conlee, Hermosa Heights, University Hills, Booker T. Washington, and MacArthur**) but functioned as a "school within a school".
- Developed relationships with Northern Arizona University. Developed relationships with Dr. Sandra Stone of the National Multiage Institute at Northern Arizona University for the initial and on-going professional development needs of the teachers and other staff. Other professional development was provided by Promethean, Lexia, Apple, University of Virginia Turnaround Process, and various instructional supports.
- Created the evaluations tool for the program that consisted of triangulation using Discovery Education, DIBELS, and Lexia Learning.
- 280 students entered the program from the 7 most neediest schools in the district. 100% were below reading level. At the end of year one, 72% of student were at grade level in reading. At the end of year two, 81% were at or above grade level reading.
- Acquired \$75,000 Stocker Foundation grant to improve classroom instruction in 14 elementary classrooms throughout the school district to support JUMP program initiatives

- Southern New Mexico Educational Research Center (SNMERC) Presenter on multiage classrooms and success of JUMP
- Acquired the Las Cruces Public School Technology Award (\$250,000.00) that integrated multiple technology initiatives into multiple elementary and middle school classrooms throughout the school district.
- Honorary National Education Association Master of Ceremonies
- University of Virginia Turnaround Darden School of Business Executive Education

2006-2012

Principal

Jornada Elementary

Las Cruces Public School, Las Cruces, New Mexico

- 21st Century Grant Award recipient (\$500,000.00)
- Bilingual Administrator of the Year
- Enhancing Education Through Technology grant award winner (50,000.00)

Additional Experiences

2004-2006

Assistant Principal

Sunrise Elementary

Las Cruces Public Schools, Las Cruces, New Mexico

2002-2004

Assistant Principal

Tombaugh Elementary

Las Cruces Public Schools, Las Cruces, New Mexico

2001-2002

Assistant Principal

Mesilla Park Elementary/Alameda Elementary

Las Cruces Public Schools, Las Cruces, New Mexico

2000-2001

Administrative Intern

CEAIP-A Danforth initiated administrative preparation partnership

Gil Sanchez Elementary

Belen Consolidated Schools, Belen, New Mexico

PROFESSIONAL EDUCATOR

2014 to Present

Assistant Professor

Graduate Coursework for Undergraduate, Masters and PhD candidates

Law, Policy, Leadership, Finance, and Data Decision Making

New Mexico State University

Las Cruces, New Mexico

- Successful implementation of case study method as an educational tool
- Oversaw the curriculum design for Master and Ph.D. level classes in the areas of educational law, education finance, educational leadership, data driven instruction, and educational policy
- Successfully created online, hybrid, and face-to-face classroom environments that utilized flipped classroom concepts and peer learning experiences.
- Consistently received high marks and feedback from students in all classes.

2015 to Present

Assistant Professor
 Graduate Coursework for Undergraduate, Masters and PhD candidates
 Curriculum Design
 Eastern New Mexico University
 Portales, New Mexico

- Oversaw the curriculum design for Master and Ph.D. level classes in the areas of educational curriculum
- Successfully created online, hybrid, and face-to-face classroom environments that utilized flipped classroom concepts and peer learning experiences.
- Consistently received high marks and feedback from students in all classes.

2000-2001

Gil Sanchez Elementary
 3rd Grade Teacher
 Belen Consolidated Schools, Belen, New Mexico

1997-2000

Rio Grande Elementary
 4th, 5th, 6th Grade Multiage Teacher
 Belen Consolidated Schools, Belen, New Mexico

1997

Mesilla Park Elementary
 4th Grade Teacher
 Las Cruces Public Schools, Las Cruces, New Mexico

1996-1997

Pueblo Del Sol Middle Schools
 7th Grade Science and Language Arts Teacher
 Isaac School District, Phoenix, Arizona

PROFESSIONAL ORGANIZATIONS

Association for Latino Administrators and Superintendents de Nuevo Mexico