

Valerie Dehombreux, EdD

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EDUCATION

Doctorate of Education in Leadership and Innovation

December 2024

Arizona State University, Tempe, AZ

- Dissertation: *Formative Supervision's Effects on Trusting Administrator-Teacher Relationships and Teachers' Professional Growth*
 - Chair: Dr. Jane Neapolitan
 - Committee Members: Dr. Audrey Amrein-Beardsley and Dr. Patrick Sweeney
- Awarded ASU Graduate and Professional Student Association (GPSA) travel grant to provide professional development for dissertation research

Practicum/internship course for superintendent certification

Fall 2021

University of Massachusetts Global at Whiteriver Unified School District, Whiteriver, AZ

(other superintendent coursework previously completed through Northern Arizona University in 2003–2004)

- Completed over 240 clock hours in the areas of assessment/instruction, board conduct/activities, budget/finance, community public relations, curriculum, general administration, and personnel
- Highlights include co-leading and facilitating district strategic planning with directors and principals, presenting and collaborating with directors and principals to set SMART goals, leading the initiative to update and streamline the district's website and social media, and serving on the district's sex education curriculum committee following open meeting law and curriculum adoption procedures

Coursework in Educational Leadership for principal certification

2003–2004

Northern Arizona University, Flagstaff, AZ

Master of Education in Educational Technology

May 2002

Northern Arizona University, Flagstaff, AZ

- Capstone Project: *Third Grade Technology-Integrated Reading Curriculum*
- Graduated with Distinction
- Awarded "The Outstanding Graduate in Educational Technology"

Bachelor of Science in Elementary Education

December 1997

Northern Arizona University, Flagstaff, AZ

- Mathematics content emphasis
- Magna Cum Laude
- Kappa Delta Pi, International Honor Society in Education
- Alpha Lambda Delta, The National Honor Society for First-Year Success

Associate of Science in Elementary Education

May 1997

Yavapai College, Prescott, AZ

- Phi Theta Kappa Honor Society
- Phi Theta Kappa First Place All-Arizona Academic Team

PROFESSIONAL EXPERIENCE in PreK-12 Education

Whiteriver Unified School District, Whiteriver, AZ

7/2021 – present

Director of Student Information Systems and Communication (2/2022 – present)

- Oversee district's student information system including state reporting for funding, enrollment, attendance, grading and course history, learning management system (LMS), analytics, multi-tiered systems of student support (MTSS), and student records
- Co-supervise five school student data coordinators with school administrators and collaborate with superintendent, district directors, administrators, and other staff
- Coordinate English Learner (EL) programs and state AZELLA assessment; supervise school stipend EL coordinators
- Provide professional development to all staff including administrators and teachers on student information system, state processes, and EL programs
- Complete a variety of student data reports for state/federal requirements and grants
- Manage district-wide communication systems including website, social media, and messaging

Instructional Coach, Seven Mile Elementary School (7/2021 – 2/2022)

Instructional coach of a K-5 public, Title I school on the White Mountain Apache Reservation

- Supported and collaborated with classroom teachers to access and administer district assessments; interpret student assessment data and make data-informed decisions; and create instructional and intervention materials aligned to curriculum and student needs
- Planned and provided professional development including job-embedded PD through classroom observation and modeling as well as facilitating professional learning communities (PLCs)
- Provided teachers with encouragement and emotional support
- Collaborated with district team of four other instructional coaches and the district's Director of Curriculum and Instruction with the development of district curriculum, instruction, and assessments
- Served as member of the school's leadership team and regularly collaborated with the school's principal, school improvement specialist, and reading specialist

Fountain Hills Unified School District, Fountain Hills, Arizona

7/2014 – 6/2021

Principal, McDowell Mountain Elementary School

Principal of a pre-K-3 public school and AEF A+ School of Excellence™ with state-licensed developmental and community preschool

- Collaborated with staff, parents, and community members to write successful Arizona Educational Foundation A+ School of Excellence™ award application in 2019, the first time in the school's and district's history
- Implemented comprehensive needs assessments, strategic planning, and professional development plan including Title II-funded strategies
- Led and collaborated with teachers for new Math and English Language Arts curriculum adoptions as well as standards-based curriculum mapping
- Created school-wide, structured Response to Intervention (RtI) program including Tier II/III interventions and enrichment in English Language Arts
- Implemented customized benchmark assessment systems and data analysis with teachers through the use of data boards and spreadsheets
- Expanded STEM program and emphasized the fine arts including Visual Arts and Music
- Expanded students' access to technology and teachers' technology integration

- Facilitated the school's library redesign via a year-long committee of staff, parents, and community
- Collaborated with staff, PTO and other parents, and community to engage in celebrations, fundraising, community service, partnerships, and promotion of a positive school climate and culture
- Created a strategic parent communication plan including the use of a new website and social media
- Led district in K-12 academic standards prioritization and curriculum articulation/alignment

Emirates National Schools, Abu Dhabi City Campus, Abu Dhabi, UAE

8/2011 – 6/2014

Principal, ENS ADC Schools: Girls' (8/2011 – 6/2014) & Boys' (8/2013 – 6/2014)

Principal of private national/International Baccalaureate, grades 5-12 girls' & grades 5-10 boys' schools

- Partnered with system-wide leadership team and staff to achieve AdvancED accreditation. ENS was the first K-12 education system outside of North America to be accredited by AdvancED.
- Worked with campus leadership team and staff to achieve Primary Years Programme (PYP) authorization grades K-5 in January 2013 and Diploma Programme (DP) authorization grades 11-12 in April 2014 and to support Middle Years Programme (MYP) candidacy
- Developed and implemented master block schedule ensuring curriculum and instructional minutes required by American Carnegie Units/IB/Advanced Placement/National curriculum for students in eight grade levels and two schools including appropriate sharing of teachers and time for essential collaborative planning

Whiteriver Unified School District, Whiteriver, AZ

1/1998 – 6/2011

Principal, Cradleboard Elementary School (4/2006 – 6/2011)

Instructional leader of a K-6 public, Title I school on the White Mountain Apache Reservation

- Collaborated with school leadership team of teachers and other stakeholders to lead successful school improvement initiatives including Response to Intervention (RtI), data boards, teacher mentors, and classroom-embedded professional development
- Developed and implemented Excel-based classroom "data walk" system. Used directly in teacher conferences to provide frequent and specific feedback to teachers. Invited to present this system at the Arizona Department of Education's Leading Change Conference in June 2011.

Assistant Principal/Instructional Facilitator, Whiteriver Elementary School (7/2005 – 4/2006)

Responsible for school-wide student discipline; supervised and evaluated certified and classified staff; coached teachers; and assisted principal with all aspects of instructional leadership and school management.

School Improvement Specialist, district-wide (7/2004 – 6/2005)

Oversaw and coordinated PreK-12 district-wide school improvement efforts, professional development, curriculum, assessment, data analysis, standards-based report cards, and EL program/assessments.

Third Grade Teacher, Cradleboard Elementary School (1/1998 – 6/2004)

- Planned, taught, and assessed standards-based lessons in all core subjects
- Employed a variety of effective teaching strategies including cooperative learning, hands-on learning, modeling, scaffolding, differentiation, graphic organizers and visual aids, and technology integration
- Worked as after school technology teacher for grades 3-7 and summer school teacher for grades K-4
- Served school and district in leadership capacities as a principal intern, K-4 team leader/grade level chair, School Technology Coordinator; and member of the Leadership Team, Site-Based Council, Technology Committee, Technology-Integrated Curriculum Team, Curriculum Team, Assessment Committee (chair), Meet and Confer Committee, and Student Intervention Team

PROFESSIONAL EXPERIENCE in Higher Education

Prescott College, Prescott, AZ

1/2019 – 5/2019

Program Supervisor

Supervised and evaluated a teacher education program student who completed student teaching with one of my teachers at McDowell Mountain Elementary School, Fountain Hills, AZ

Arizona State University, Tempe, AZ

1/2007 – 5/2007 & 4/2019 – 3/2020

Educational Leadership Mentor (4/2019 – 3/2020)

Voluntarily mentored an ASU educational leadership student in cooperation with her professor

Adjunct Faculty (1/2007 – 5/2007)

Instructor of in-person course, TEL 313: Educational Technology in the K-12 Curriculum for local pre-service teacher education students through Whiteriver Unified School District's Professional Development School short-term partnership with ASU

Northern Arizona University, Flagstaff, AZ

7/2005 – 5/2011 & 1/2016 – 5/2016

Educational Leadership Principal Internship Supervisor (8/2010 – 12/2010 & 1/2016 – 5/2016)

Supervised principal internships for two educational leadership students, one in fall 2010 at Cradleboard Elementary School in Whiteriver, AZ and one in spring 2016 at McDowell Mountain Elementary School

Adjunct Faculty (7/2005 – 5/2011)

Instructor of in-person/Interactive Instructional Television/online teacher education and graduate teacher courses for students at multiple NAU satellite sites:

ECI 300: Mathematics in the Elementary School

ECI 306: Science in the Elementary School

ECI 330: Evaluation of Learning

ECI 675: Principles of Curriculum Construction

ETC 447: Technology in the Classroom

BME 331W: Structured English Immersion (SEI) in Early Childhood Settings

BME 430: Methods & Materials in Second Language Teaching & SEI

BME 593: Workshop in SEI

Whiteriver Unified School District, Whiteriver, AZ

4/2005 – 5/2011

Structured English Immersion AZ Board of Education-Approved Trainer

Developed syllabus and materials for state-required SEI 15-hour and 45-hour professional development, training over 100 teachers and administrators in effective SEI practices mainly based on the Structured Immersion Observation Protocol (SIOP) model

PROFESSIONAL ASSOCIATIONS AND BOARD MEMBERSHIPS

- American Educational Research Association (AERA)
- Association for Supervision & Curriculum Development (ASCD)
- Bridging Theory and Practice: The Bloomsbury School Leadership Series Advisory Board headed by editor Dr. Jeffrey Glanz. Serving three-year term, 2025-2028.

PUBLICATIONS

Dehombreux, V. (2024). Formative supervision's effects on trusting administrator–teacher relationships and teachers' professional growth. [Doctoral dissertation, Arizona State University].
<https://keep.lib.asu.edu/items/199168>

PUBLICATIONS IN PROGRESS

Proposal accepted with expected publication date of May 2026: Building trust and impacting teachers' professional growth: A conceptual framework of formative supervision. *Theory Into Practice's* special issue of "Teaching about Effective Feedback to Teachers."

PRESENTATIONS

Formative Teacher Supervision's Effects on Trusting Administrator–Teacher Relationships and Teachers' Professional Growth (Roundtable presentation). 2025 Council of Professors of Instructional Supervision and Instructional Leadership & Supervision SIG Annual Conference, Denver, CO, Scheduled for April 22, 2025.

Formative Teacher Supervision's Effects on Trusting Administrator–Teacher Relationships and Teachers' Professional Growth (1-hour hybrid workshop). Arizona State University 11th Annual Teachers College Doctoral Conference, Tempe, AZ, February 21, 2025.

Using Formative Teacher Supervision to Impact Teachers' Professional Growth and Trusting Administrator–Teacher Relationships (75-minute in-person workshop). Arizona Department of Education Teachers Institute & Leading Change Conference: Growing and Achieving Together, June 7, 2024.

Formative Teacher Supervision's Effects on Trusting Administrator–Teacher Relationships and Teachers' Professional Growth (1-hour virtual paper session with two other doctoral students). Arizona State University 10th Annual Teachers College Doctoral Conference: A Decade of Raising the Bar for Equity in Education, February 9, 2024.

Arizona State University Mary Lou Fulton Teachers College EdD in Leadership & Innovation Doctoral Conversations/Conference (virtual conference with 60–75-minute sessions in doctoral student peer groups):

- Participant for *Data Collection & Analysis: In Mixed Methods Action Research* and facilitator for Peer Mentoring session: *Overcoming Challenges in Your Doctoral Journey*, October 5, 2024
- Presenter for *Data Collection & Analysis: In Qualitative Action Research Dissertations* and participant for Peer Mentoring session: *Fostering Scholarly Identity*, November 15, 2023
- Presenter for *Working with Theory: Social Constructivist/Constructionist and Collaborative Approaches*, April 1, 2023
- Participant for *Working with Theory: Social Constructivist/Constructionist and Collaborative Approaches* and Peer Mentoring session: *Overcoming Challenges in Your Doctoral Journey*, March 2, 2023
- Presenter for themed group session on my proposed Cycle 1 study, *Teacher Supervision and Evaluation Processes' Impact on Teachers' Professional Growth*, April 30, 2022

COMMUNITY INVOLVEMENT

Arizona Educational Foundation, Phoenix, AZ

1/2020 – present

A+ School of Excellence™ Lead Judge & Member of Judging Teams (1/2020 – present)

Review A+ award applications in teams and lead and participate in judging teams for applicant school site visits

A+ School of Excellence™ Application Refresh Focus Group (Spring 2020)

Collaborated with a group consisting of the AEF Executive Director, AEF Director of Partnerships & Programs, and five experienced, A+ educational leaders who revised the A+ award application/process

Principals Leadership Academy of Arizona (PLAA) Principal Mentor (9/2020 – 6/2021)

Mentored an aspiring school leader participating in the PLAA program

Fountain Hills Community Chorus, Fountain Hills, AZ

9/2018 – 4/2022

Member: Chorus singer and soloist

Fountain Hills Protect Our Youth Coalition, Fountain Hills, AZ

8/2015 – 6/2021

Member of a voluntary coalition who organized events and programs with the mission of reducing substance abuse among Fountain Hills and Fort McDowell Yavapai Nation youth

Golden Eagle Education Foundation (GEEF) Mentor Council, Fountain Hills, AZ

8/2014 – 6/2021

Member of a voluntary council who organized and promoted the GEEF Mentor Program for the Fountain Hills Unified School District

Arizona First Things First White Mountain Apache Tribe (WMAT), Whiteriver, AZ

7/2010 – 6/2011

Regional Partnership Council Member, School Administrator Seat

Member of a voluntary board who approved programs and budgets for the WMAT region regarding a statewide, early childhood education and health initiative

CERTIFICATIONS

Arizona Department of Education:

- Standard Professional Superintendent, PreK-12
- Standard Professional Principal, PreK-12
- Standard Professional Elementary Teacher, K-8
- Early Childhood Endorsement, Birth-8 years
- English as a Second Language, K-12 Endorsement

CITI Program:

- IRB – Social and Behavioral Research (Group 2)
- RCR – Social and Behavioral Responsible Conduct of Research