

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

Superintendent Certification Practicum

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

Graduate 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)

- Co-led vendor selection and served as primary project manager for districtwide transition to a new SIS (Synergy), managing rollout timelines and processes, overseeing data validation, and designing and delivering training and support resources for administrators, teachers, and support staff to ensure consistent implementation across the district's five schools.
- Facilitate ongoing professional learning and support for administrators, teachers, and support staff focused on effective use of the SIS gradebook, learning management system, and analytics to inform instructional planning and student progress monitoring.
- Co-supervise five site-based student data coordinators responsible for enrollment, attendance, and grading records. Lead regular coordinator meetings, set expectations, review data submissions, and provide training and procedural guidance to ensure accurate and consistent state and federal reporting across schools.
- Support high school scheduling and student progression processes, including course creation, state code alignment, transcript and GPA integrity, student FTE monitoring, and development of data queries to identify student's credit-earning and graduation statuses.
- Develop and manage complex districtwide data queries and reporting processes to meet state and federal requirements (audits, CTE, Title I, Title VI, Impact Aid, special education, Families in Transition, CRDC), ensuring data accuracy and cross-program compliance.
- Design and configure key system processes within the SIS, including online registration workflows, forms, and mail merges, to enhance operational efficiency and user experience.
- As district English Learner (EL) coordinator, supervise five site-based EL coordinators (stipend positions) and oversee identification and assessment (AZELLA: Arizona English Language Learner Assessment), documentation, parent notification, and monitoring processes to ensure compliance with state and federal requirements while maintaining consistent and equitable Structured English Immersion (SEI) program implementation across schools.
- Co-led districtwide rollout of a unified school-to-home communication platform (Bloomz) and continue to oversee districtwide messaging and social media communications to ensure consistent, accessible communication across schools.

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

- Collaborated with K–5 teachers and school administrators to analyze assessment data, facilitate Professional Learning Communities (PLCs), and lead structured data review cycles to inform instructional planning and multi-tiered intervention within an MTSS framework.
- Designed and facilitated professional development sessions and job-embedded learning experiences aligned to district standards-based curriculum and responsive instructional practices.
- Conducted informal observation cycles and engaged in reflective feedback conversations to support teacher growth and instructional improvement.

Fountain Hills Unified School District, Fountain Hills, Arizona

7/2014 – 6/2021

Principal, McDowell Mountain Elementary School

- Led an 18-month collaborative schoolwide self-study and review process and authored a comprehensive 40-page data-informed narrative application that resulted in selection for a multi-day site visit and culminated in an Arizona Educational Foundation A+ School of Excellence award (2019), the first in district history.

- Appointed by the superintendent to lead a multi-year (2015–2018), districtwide K–12 priority standards alignment initiative, organizing and facilitating cross-grade representative teams in core and elective subjects including Advanced Placement courses, guided by Larry Ainsworth’s framework to strengthen vertical coherence and ensure instructional consistency across the district.
- Led collaborative development and ongoing refinement of curriculum mapping and adoption cycles, organizing K–3 teacher-led teams to analyze standards alignment, evaluate instructional materials, and implement instructional improvements through structured professional learning, PLC cycles, and job-embedded coaching to enhance Tier I instruction and collective efficacy.
- Designed and implemented a structured Response to Intervention (RtI) framework aligned to multi-tiered systems of support principles, integrating customized benchmark assessments, formative data analysis cycles, visual data boards, and collaborative teacher teams to support differentiated Tier I instruction, responsive Tier II and Tier III interventions, and enrichment opportunities.
- Fostered a collegial culture of professional trust, engaging teachers in shared decision-making and ongoing reflective dialogue focused on instructional improvement and student learning.
- Cultivated meaningful and intentional family and community partnerships through authentic stakeholder collaboration, transparent and purposeful communication, and community-based learning opportunities aligned to instructional priorities and student support systems.

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)

- Served as girls’ school principal (2011–2014); expanded leadership scope in 2013 to include oversight of the boys’ school, supervising campus heads and coordinating shared faculty and International Baccalaureate programming across sites.
- Led accreditation and IB candidacy and authorization initiatives at the ADC secondary schools (Primary Years Programme, Middle Years Programme, and Diploma Programme) within a multi-campus ENS system, contributing to successful AdvancED (now Cognia) accreditation and IB authorization across campuses.
- Served as pedagogical leader for grades 5–12 IB programs across both campuses, integrating inquiry, interdisciplinary teaching and learning, and authentic assessment, while ensuring alignment among IB frameworks, American standards, UAE national curriculum, and graduation requirements.
- Supervised secondary faculty and IB Coordinators (MYP and DP), fostering collegial professional relationships, collaborative planning, and reflective dialogue to create instructional coherence.
- Contributed to the early implementation of Advanced Placement coursework at ENS by integrating AP Human Geography into the secondary master schedule, supervising instructional delivery, supporting faculty development of additional AP syllabi for future expansion, and hosting a regional AP Summer Institute featuring multiple subject workshops for educators across the Middle East.

Whiteriver Unified School District, Whiteriver, AZ

1/1998 – 6/2011

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

- Initiated and led the school’s first formal RtI implementation, collaborating with teachers to establish data boards, structured intervention processes, and classroom-embedded professional learning.
- Co-designed and implemented Excel-based classroom walkthrough system, using observation data to engage in frequent and specific teacher feedback conversations. 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)

- Managed schoolwide student discipline and partnered with the principal in daily instructional leadership and operational decision-making.

- Supervised and evaluated staff and coached teachers in instructional practice, classroom management, and student assessment.

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

- Collaborated with the superintendent to coordinate districtwide improvement efforts, leading teacher teams to map curriculum, develop K–6 standards-based report cards, implement a new benchmark assessment system, and design Excel-based data dashboards to inform leadership decision-making.
- While overseeing EL testing, programming, and state reporting processes, developed and delivered a state-approved Structured English Immersion (SEI) endorsement training program. Continued as the district’s SEI trainer through a stipend position from 2005 to 2011, training over 100 educators.

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

- Designed and delivered standards-based instruction across core subjects, differentiating lessons through cooperative learning, scaffolding, and formative assessment to meet diverse student needs.
- Served on districtwide K–12 Curriculum and Technology-Integrated Curriculum Teams, collaborating across grade spans to align standards-based learning and integrate technology.
- Provided extended learning support as an after-school technology instructor (Grades 3–7) and summer school teacher (Grades K–4).

PROFESSIONAL EXPERIENCE in Higher Education

Arizona State University, Tempe, AZ

8/2025 – Present

Faculty Associate

Co-instructor for online doctoral-level course (TEL 707: Reading the Research), guiding EdD students in critical analysis of educational research and its application to action research, Problem of Practice (PoP) development, and leadership practice within a Carnegie Project on the Education Doctorate (CPED)-aligned practitioner model.

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)

Served as Educational Leadership Mentor, supporting an aspiring school leader through field-based leadership development in partnership with university faculty.

Adjunct Faculty (1/2007 – 5/2007)

Instructor for TEL 313: Educational Technology in the K–12 Curriculum, teaching pre-service teacher candidates through ASU’s Professional Development School partnership with Whiteriver USD.

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)
 - Supervision & Instructional Leadership Special Interest Group (SIG)
 - Membership Chair, serving two-year term, 2025-2027.
 - Bridging Theory and Practice: The Bloomsbury School Leadership Series Advisory Board headed by editor Dr. Jeffrey Glanz. Serving three-year term, 2025-2028.
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PUBLICATIONS

Dehombreux, V. (2026). Building trust and impacting teachers' professional growth: A conceptual framework of formative supervision. *Theory Into Practice*, 1–14. <https://doi.org/10.1080/00405841.2025.2607933>

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>

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, April 22, 2025.

Building Trust Through Formative Supervision with Dr. Valerie Dehombreux (audio podcast). Transformative Principal with Jethro Jones, April 13, 2025. <https://transformativeprincipal.org/s13/656>

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):

- Faculty Facilitator for *Approaches to Data Collection & Analysis*, February 28, 2026
- Faculty Facilitator for *Data Collection & Analysis: In Qualitative Action Research Dissertations*, October 1, 2025
- 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