

# RAMON MARQUEZ

## ASPIRING ADMINISTRATOR

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Accomplished educator and emerging school administrator with a strong record of instructional leadership, systems collaboration, and school culture development. Currently serve as a fifth-grade science teacher at Academy of Math and Science in Glendale, Arizona, while holding key leadership roles as Science Mentor Content Lead, Fifth-Grade Team Lead, and member of the PBIS Leadership Team. Selected for the Aspiring Leadership Track developed by the Regional Director of Schools, reflecting demonstrated readiness for expanded responsibility in instructional oversight, staff mentorship, and data-informed decision-making to drive student success.

## EDUCATION

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**MASTER OF EDUCATION** | 2022-2024 | American College of Education, Indiana

**CERTIFICATE OF EDUCATION** | 2017-2018 | Rio Salado Community College, Arizona

**BACHELOR OF SCIENCE** | 2009-2012 | University of Phoenix, Arizona

## LICENSURE AND CERTIFICATION

2026 (applying)

Arizona Standard professional Principal Certificate

2017 – PRESENT

State of Arizona Professional License: Elementary Education

## WORK EXPERIENCE

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### FIFTH-GRADE TEAM LEAD

***JULY 2024 - PRESENT***

### SCIENCE MENTOR CONTENT LEAD

### PBIS LEADERSHIP TEAM MEMBER

### MIDDLE SCHOOL SCIENCE TEACHER

*ACADEMY OF MATH AND SCIENCE-GLENDALE | Glendale, AZ*

- Led fifth-grade team operations, ensuring aligned instructional practices, consistent communication, and effective grade-level systems.
- Served as liaison between administration and instructional teams, strengthening clarity, follow-through, and collaborative problem-solving.
- Directed science content and MTSS implementation for grades 3-8, auditing intervention files, coaching teachers, and ensuring legal compliance.
- Designed and delivered professional development training on standards alignment, instructional strategies, and progress monitoring.
- Built systems, templates, and communication tools that improved consistency, documentation accuracy, and teacher access to MTSS processes.
- Provided ongoing instructional coaching to strengthen lesson design, differentiation, and student outcomes.

- Contributed to PBIS leadership by analyzing behavior data, refining Tier 1 systems, and supporting consistent implementation of school-wide expectations.
- Helped cultivate a positive, equitable school culture through proactive communication, clear routines, and staff support.
- Successfully managed over 80 students in a departmentalized classroom
- Enhanced student engagement for learning science through maintaining a collaborative learning classroom
- Instructed teaching staff with pertinent professional development resulting in a 20% improvement in teacher effectiveness as measured by classroom observations and student feedback.
- Collaborated with parents, community stakeholders, and district administrators to develop and implement a school-wide family engagement program, resulting in a 20% increase in parent participation in school events and activities.

## **SIXTH GRADE GUEST TEACHER/PRINCIPAL-IN-TRAINING**

***JULY 2023– OCTOBER 2023***

*RAINBOW VALLEY ELEMENTARY SCHOOL | Buckeye, AZ*

- The principal, Mrs. R. Cagle, was my mentor during my time there. I sat in during interviews. I was also a part of the Leadership Meeting between the principal and the vice principal where they discussed goal setting, testing, and data driven student assessments.
- Created and implemented engaging, standard-based lessons with a focus on collaboration, critical thinking, and the use of technology as a resource and a means of sharing information
- As grade-level lead, I collaborated with the other sixth grade educator, and the middle school team to plan lessons and ensure instruction was reaching target goals
- This school was a Google Classroom school, which allowed me to become proficient in its use, and became an integral part in designing my lesson plans

## **SKILLS & EXPERTISE**

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- Led data-driven learning assessments to evaluate student achievement, identify instructional gaps, and inform targeted intervention and enrichment strategies.
- Collaborate in curriculum development to ensure vertical and horizontal alignment, standards-based instruction, and continuous improvement of academic programs
- Deliver clear, professional presentations to staff, families, and stakeholders to communicate instructional priorities, data findings, and school initiatives.
- Implement and support effective classroom management frameworks that promote consistency, student engagement, and positive learning environments across grade levels.
- Demonstrate strong organizational skills to manage instructional initiatives, team responsibilities, timelines, and compliance requirements efficiently.
- Facilitate conflict resolution among students and staff using restorative practices, ensuring respectful communication and alignment with school values.
- Support the use of research-based instructional strategies to improve teacher practice and student outcomes through coaching and modeling.
- Apply equitable and consistent discipline strategies aligned with PBIS principles to promote accountability, student growth, and school-wide behavior expectations.