

# Heliodoro Torres Sánchez Jr., Ed.D.

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## OBJECTIVE

To contribute to the development of an educational system that actualizing the potential of all learners in the organization through innovative approaches, collaboration, and good stewardship of community resources.

## CORE COMPETENCIES

- Strategic Planning
- Change Management
- Stakeholder Engagement
- Learning & Development
- Coaching & Counseling
- Management Planning
- Organizational Restructuring
- Fiscal Management
- Employee Relations
- Competency Mapping & Assessment
- Systems Design
- Performance Management
- Culture Building
- Talent Management
- Curriculum Management

## SCHOLASTICS

2006	Educational Doctorate, Educational Administration	Texas A&M Commerce	4.0 GPA
2002	Master of Education, School Administration	SUL Ross State University	4.0 GPA
1997	Bachelor of Arts, English	Angelo State University	3.97 GPA

## SCHOLARLY CONTRIBUTIONS

- Presented a scholarly educational article at a select roundtable forum hosted by the University of Oxford, England 2003
- Article, *Fixing the Cracks in Education So No One Slips Through*, published July 2004 in *The Educational Forum*, a scholarly peer review quarterly journal distributed internationally
- Research awarded highest recognition at the Texas A & M University System 2<sup>nd</sup> Annual Research Symposium October 2004
- Selected to review research presentation proposals for American Educational Research Association's Annual Conference to be held in Montreal, Canada in 2005
- Served as Southern Association of Schools CASI Quality Review Team for Wylie High School in the Wylie, TX Independent School District and Townview High School in Dallas, TX Independent School District 2005 - 2006
- Article, *Looking for America: The Social Disassociation of Urban Youth*, published September 2005 in *The Educational Forum*, a scholarly peer review journal distributed internationally
- Presented a four year longitudinal research study at Lamar University's Annual Education Research Symposium, April 2005
- Presented a grounded theory research article at Texas A & M University in Kingsville at the Texas A & M University System 3<sup>rd</sup> Annual Research Symposium November 2005
- Served on an educational expert panel and presented information centered upon school change and improving the academic excellence of English language learners at Stephen F. Austin University in May of 2006
- Served as a coach for a graduate student seeking principal certification at Stephen F. Austin University Spring 2006
- Article, *The Politics of Illegal Immigration, Bilingual Education, and the Commodity of the Post-Technological Society*, approved for publication by *The Educational Forum*, a scholarly peer review journal distributed internationally, August 2007
- Served on Southern Association of Schools CASI Quality Review Team for West Mesquite High School in the Mesquite ISD November 14 and 15 2007
- Contributed a chapter in *Texas Public Schools Administration*, 11<sup>th</sup> and 12<sup>th</sup> Editions, concerning Special Populations in the Era of Accountability, 2008, 2010, and 2011
- Contributed to an international educational conference on English language Acquisition and International Cultural Relevance at the National University of Madrid, Spain by invitation of the Spanish Counselor for Educational Matters from the Spanish Ministry of Education, October 2011

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## NOTABLE ACHIEVEMENTS

- Texas A&M University-Commerce PDK Service Leadership Award 2013
- Region 18 Advocate of the Year for Gifted and Talented Learners 2011
- The National Scholars Honor Society 2006
- Awarded Doctoral Dissertation Scholarship by Texas A & M University Commerce 2006
- Selected as Outstanding Doctoral Student of the Year for Texas A & M Commerce 2005
- Selected as Outstanding Doctoral Student of the Year for Educational Administration Department at Texas A & M Commerce 2005
- Who's Who Among Educators in America 2005
- Graduated with a 4.0 grade point average of possible 4.0 from Sul Ross State University's Educational Administration Program in 2002
- Who's Who Among Students in American Universities and Colleges (Graduate Program at Sul Ross State University) 2001
- Graduated Summa Cum Laude Alpha Chi from Angelo State University 1997
- Dean's List: 3.972 grade point average of possible 4.0
- Carr Academic Scholarship recipient at Angelo State University 1995-97
- NCMLA National Collegiate Minority Leadership Award 1997
- USAA All-American Scholar 1997
- American Academy of Distinguished Students 1996
- Presented Critical Paper, Sigma Tau Delta English Honor Society Regional Conference, 1996
- Alpha Chi National College Honor Scholarship Society 1996
- Sigma Tau Delta National Honor Society for English Majors 1996
- Alpha Lambda Delta Honor Society for Freshmen 1995
- Kappa Delta Pi International Honor Society in Education 1995

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## ORGANIZATIONAL EXPERIENCE

### **Superintendent, Interim**, Ector County ISD, March of 2013 - Present

- Work with the Board President and Board of Trustees to meet the ends of the district strategic plan.
- Coordinate the efforts of the Assistant Superintendent Corps in meeting the district strategic plan.
- Ensure that the work of the instructional leadership team and business leadership team align.
- Organize and serve as administrative facilitator of meetings of the Board of Trustees.
- Lead the work to build a competitive and fiscally responsible salary schedule and obtained Board approval in April of 2013, the earliest in district history, to ensure campus leaders could attract quality candidates, early.
- Lead the work to change the fiscal year from September 1 to July 1 to ensure campus and department leaders had the funds available prior to school beginning to allow for materials, supplies, and resources to arrive before the academic year begins.
- Lead the work to build the budget to support 1,400 new students to the district taking into consideration property value, state law, and federal funding changes due to 2013 sequestration.
- Created the financial plan for the successful 2012 district bond election and subsequent bond sale structure to allow the district to pay 30 million dollars off early to save up to 10 million in interest over the life of the bond.
- Facilitated the evaluation, revision, and initial steps in the redeployment of the district's new 5 year strategic plan through a process that involved community leaders, business leaders, educators, students, and media outlets.
- Communicate through weekly video messages and weekly newsletters to all ECISD Team Members.

### **Chief of Staff/Deputy Superintendent**, Ector County ISD, Spring of 2011 – March 2013

- Coordinate the efforts of the Assistant Superintendent Corps in actualizing district initiatives.
- Collaborate with the Superintendent of Schools in executing the ECISD Board Governance process.
- Serve as the District Chief Financial Manager and supervise the Financial Division.
- Lead the Superintendent's Leadership Team Meetings and follow up with all aspects of the team's plan of action.
- Lead the Instructional Leadership Team Meetings and follow up with all aspects of the team's plan of action.
- Facilitate the Superintendent's Cabinet Meetings and follow up with all aspects of the district's plan of action.
- Directly oversee the Executive Director of Student Services, Executive Director of Special Education, Director of Bilingual/ESL Services, Director of Athletics, Director of State and Federal Programs, and Director of Communication. For the 2011-12 school year, oversee all secondary schools, directly.
- Organize all meetings and presentations that convey the direction of the district or assist in charting the direction of the district.
- Communicate the efforts of the district to the Board of Trustees that relate to the Board's Goals.

**Assistant Superintendent**, Accountability and Special Populations, Ector County ISD, Fall 2010 – Spring of 2011

- Direct and guide the following departments: Accountability, Bilingual/ESL, Special Education, Intervention Services, Transfers and Affidavits, and Counseling, 504/Dyslexia Services
- Manage and facilitate the following programs/grants: Title III, State Compensatory Education Funding/Services, IDEA-B and IDEA-B ARRA, Migrant Education Services, 504 District Designee, ADA Legal Compliance, Special Population Legal Protocol/Procedures, Course Catalog Designation/Graduation Standards, Recruitment of Teachers for Special Populations, Visa/Permanent Resident Processing, and Aspects of Special Population's Records Management
- Develop intervention service protocol and program using existing district resources and personnel
- Ensure the organizational soundness of division, i.e. operating guidelines, professional development, communication plans, inter and intra-departmental communication/collaboration measures, and ensuring the expansion of services without undue expansion in costs
- Reorganized the special education and intervention services departments
- Organize and facilitate the execution of District Priority Plan
- Organize and Facilitate Superintendent's Leadership Team membership in District-Campus plan alignment and training
- Serve on Superintendent's Leadership Team (6 Assistant Superintendents, 4 Executive Directors, and 1 Director)
- Serve as staff liaison for School Board-District Governance process

**Adjunct Professor**, Texas A&M University-Commerce, Spring 2006 - Present

- Teach EDAD 615 Leading Effective Schools; EDAD 626 Public School Law; EDAD 656 Building Capacity for Power Learning; EDAD 595 Using Research for Best Practice; EDAD 602 Communication for Effective Learning; and EDAD 647 Ethics and Philosophy (Doctoral Level)
- Teach classes onsite on a weekly basis in the evenings using technology and a myriad of adult-learner instructional approaches
- Use *Ecollege* distance learning software to convey instruction, cite objectives, post discussion boards, share documents, administer exams, and update student grades
- Design all aspects of courses within University guidelines and State standards
- Consult with school districts seeking research-based educational change or improvement
- Conduct and publish research reflective of contemporary educational topics

**Executive Director**, Instructional Support Services, Tyler ISD, Spring 2009 – Fall 2010

- Direct and guide the following departments: Career and Technology, Bilingual/ESL, Special Education, Intervention Services, Advanced Academics, and Secondary Counseling, Prekindergarten Services
- Manage and facilitate the following programs/grants: Title III, State Compensatory Education Funding/Services, IDEA-B and IDEA-B ARRA, High School Allotment, Migrant Education Services, 504 District Designee, ADA Legal Compliance, Special Population Legal Protocol/Procedures, Course Catalog Designation/Graduation Standards, Recruitment of Teachers for Special Populations, Visa/Permanent Resident Processing, and Aspects of Special Population's Records Management
- Revised graduation standards and updated board policy through recommendation to the LEA board to align with legislative mandates in the areas cited above
- Ensure the organizational soundness of division, i.e. operating guidelines, professional development, communication plans, inter and intra-departmental communication/collaboration measures, and ensuring the expansion of services without undue expansion in costs
- Reorganized the special education and intervention services departments • Provide professional development for division directors and coordinators relative to a range of topics: Vision/Mission/Goal/Objective Setting (5<sup>th</sup> Discipline), Organizational Efficacy, Stakeholder Analysis, Organizational Theory/Frames of Action, Fiduciary Responsibility, and Effective Communication Processes
- Serve on Superintendent's Leadership Team (5 Directors & 7 Executive Directors)
- Serve on Superintendent's Instructional Cabinet (4 Executive Directors)
- Underwent two-year CRSS Training with LEA Board, Superintendent, Deputy Superintendent, and Executive Director of Curriculum & Instruction

**Director**, Bilingual/ESL Services, Tyler ISD, Fall 2008 – Spring 2009

- Audited bilingual/ESL department's effectiveness based on student data outcomes and professional development opportunities and hours engaged in such opportunities
- Conducted a comprehensive review of AEIS, PBMAS, District Benchmark, and OLPT data to ascertain areas of regression, progression, and stagnation
- Reviewed board policy and Chapter 89 of the TAC and wrote district bilingual/ESL Operating Guidelines

- Provided professional development for administrators in positions of leadership to heighten awareness of the legal requirements of Bilinguals/ESL as well as new district operating guidelines
- Created a two-tiered research evaluation team to redesign the district bilingual/ESL program
- Once new linguistic sequence was created (fully based on data, district needs, and research), professional development was provide to all stakeholders
- Teacher instructional resources were also reviewed and aligned with monolingual instructional resources
- Reorganized the bilingual/ESL department using Title III funds and State Compensatory Education funds to provide cognitive coaches to assist new and struggling teachers
- Audited all LEP student files and corrected discrepancies that resulted in an expansion of services for struggling learners
- Maintained the integrity of district bilingual/ESL budget
- Collaborated with special education department and intervention department to provide better support for LEP students who were recent immigrants
- Trained campuses how to successfully accommodate for language and raising the level of rigor and relevance of instruction

**Principal**, Waco High School, Waco ISD, Summer 2007 – Spring 2008

- Evaluated existing systems and programs at Waco High School
- Reorganized the campus master schedule and budget to meet student needs
- Interviewed all existing department chairs and those interested in leadership for the department chairship for the 2007-08 academic year
- Designed a program to train department chairs in teacher and instructional leadership
- Trained the teaching faculty and support staff in the Sheltered Instruction Observation Model (SIOP) via a multi-session implementation, application, and evaluation system
- Wrote and facilitated the School Improvement Resource Center grant
- Assembled a new administrative team and trained team to address campus needs
- Divided campus into Academic Schools and reassigned assistant principal responsibilities
- Facilitated the updating of the campus technology holdings, such as a campus-wide wireless internet system, new computers, and up-to-date educational software
- Continue to serve on district PBMAS committee for Bilingual and ESL programs
- Invited to present a guest lecture regarding the principal in the age of research-based decision making and school change for Baylor University Phi Delta Kappa
- Presented research regarding dropout prevention at Region 12 Service Center
- Mentor for new principals in the Waco ISD
- Serve on Congressman Edward’s committee to interview students for prestigious military academies, such as West Point

**Principal**, Brazos Middle School, Waco ISD, Summer 2006 - Spring 2007

**Principal**, Dogan Middle School, Tyler ISD, Summer 2005 - Summer 2006

**Assistant Principal**, Vickery Elementary School, Lewisville ISD, Fall 2003 - Spring 2005

**Private School Principal**, St. Mary’s Central Catholic School, Fall 2001 - Spring 2003

**English Teacher**, Nimitz Junior High, Ector County ISD, Fall 1999 - Spring 2001 and Spring 1998

**PERSONAL DETAILS**

Interests: Classic car restoration; jogging and weight training, construction projects, and classic art appreciation.

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**CORE VALUES**

- Transparency in all actions
- Systemic/Inclusive Decision Making
- Honor District Processes
- Issue Resolution Focus
- Ownership of Decisions

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## REFERENCES

Cathy Minberg, Ph.D.  
Center for Reform of School Systems  
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(713) 682-9888

Cecil McDaniel  
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