

Dr. Deborah E. Rumbaugh

Professional Strengths

As a highly motivated and passionate educator, I place great importance on engaging students, staff, and community members in preparing all students for the futures they choose. My current objective is to serve as a Superintendent in a diverse and growing school district that believes in inspiring students to be life-long learners and productive members of society. I believe the mission of the Stanwood-Camano School District “to provide students with high-quality educational opportunities that promote excellence and lifelong learning” is a match for my skills and professionalism.

Academic Preparation

Superintendent and District Leader Certificate	Harvard Graduate School of Education, 2021
Washington P-3 Executive Leadership Certificate	University of Washington, Seattle, Washington, 2016
Doctor of Education	Seattle Pacific University, Seattle, Washington, 2015
Superintendent Certificate	Seattle Pacific University, Seattle, Washington, 2014
Master’s Degree/ Principal Certificate	City University, Seattle, Washington, 2010
Bachelor of Arts (BAE)	Pacific Lutheran University, Tacoma, Washington, 2003
No Degree Conferred	Brigham Young University, 1988-1989

Professional Leadership Experiences

Highline Public Schools (2013 – Present)

- Executive Director, Instructional Leadership (ILED)/Area Supervisor of Secondary Schools (aka Area Superintendent)
- Executive Director, Human Resources (Business Process Redesign, Labor Relations & Workforce Planning)
- Principal, Pacific Middle School

Kent School District (2010-2013)

- Assistant Principal, Kentwood High School

Auburn School District (2003-2010)

- Administrative Intern/ Dean of Students, Science Teacher

Leadership & Administrative Accomplishments

Highline Public Schools

Executive Director, Instructional Leadership (Area Superintendent)

Executive Director, Human Resources

As a member of the district’s senior leadership team, I have engaged in designing programming and leadership support for principals by helping them increase their instructional leadership capacities as a means of improving teaching and learning in their schools. Essential duties, now modified and sharpened due to school closures, fell into three broad categories: Instructional Leadership, Smooth and Effective Functioning of the District, and Capacity as a District Leader. In this role, I worked with senior leadership to implement the district strategic plan including its intent and metrics. In collaboration with the Chief Academic Officer and other members of the Teaching, Learning and Leadership team I supported the improvement of instruction at all schools and implemented sound strategies across content areas and programs; this took place while opening new schools, remodeling aging facilities, adjusting boundaries and leading strong fiscal practices at the district and school level. I contributed to the design and implementation of all major instructional and educational strategies, (pre-COVID and currently) including annually evaluating their effectiveness. These skills and competencies have been adapted to be flexible and responsive to the urgent needs of distance learners, their families and our community to ensure safe schools, effective learning environments and judicious spending of ESSR funding.

As a member of the Human Resources executive leadership team, I led strategic and systemic redesign to ensure the department was integrated, aligned, and supportive of one each other and contributed to the district’s mission and goals. As the Executive Director, I led the efforts to streamline and automate HR transactions, designed a strategy for total compensation, and analyzed HR data to inform decision-making. I played a primary role in labor relations with the three Teamsters bargaining groups as well as two non-represented classified employee groups and the teacher’s union. The instructional vision in this position included designing systems that provided equitable access for students to rigorous, standards-based instruction, results-focused professional learning, and collaboration with families and community.

Highline Public Schools (Middle School Principal) and Kent School District (High School Asst. Principal)

Principal/Assistant Principal

As a Principal and Assistant Principal, I was charged with ensuring all students had the opportunity for rigorous and equitable learning experiences. As part of that mission, math and literacy performance was a focus of my work. Our mission of excellence in math and literacy resulted in academic gains across all classrooms and subject areas. Using a collaborative approach leaderships, I led the implementation of standards-based instruction/grading programs; provided advanced offerings and learning supports for students and worked to build a community of trust and care within the school community. Additionally, our teams utilized teaching practices that were culturally responsive and inclusive of all students.