

EDUARDO S. ALARCON

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PROFESSIONAL SUMMARY

Mathematics educator and Assistant Principal of Supervision with NYS Professional certification in Mathematics 7–12 and nearly two decades in NYC public schools. Twelve years of teaching Algebra I, Algebra II, and Geometry, along with a decade of college-level mathematics instruction, followed by six years supervising instruction as a school administrator. Supervises Mathematics and four other departments in a 400-student high school, directing Advance-aligned observation and APPR evaluation cycles, curriculum adoption, programming, and compliance. Achieved a ~20% increase in June 2026 Algebra I Regents results, with ELL and Special Education students improving by ~35%. Sustained ~90% graduation rates across three consecutive years.

Pairs mathematics content expertise with doctoral training in Educational Psychology and quantitative methods, using MAP Growth, Regents, and diagnostic data to build RTI/MTSS tier structures and target department-level improvement. Ten years as a CUNY adjunct and College Now instructor, teaching College Algebra & Trigonometry and Elementary Statistics to high school students, building advanced and dual-enrollment mathematics pathways. Experienced in supervising both general education and special education teachers, including ICT and co-teaching models. Additionally certified in School Building Leadership (SBL) and School District Leadership (SDL). Bilingual (English/Spanish).

PROFESSIONAL EXPERIENCE

NYC Public Schools, High School of Applied Communication

Assistant Principal of Supervision

Long Island City, NY | March 2020 – Present

- Serve as the direct instructional supervisor for Mathematics and four additional departments (English Language Arts, Special Education, English as a New Language, and World Languages), overseeing more than 20 general education and special education teachers, department leads, and coordinators across curriculum, instruction, assessment, scheduling, and staff evaluation.
- Conduct Advance-aligned formal and informal observation cycles and APPR evaluations for every Mathematics teacher and across four additional departments, authoring evidence-based write-ups and content-specific coaching feedback memos and drafting department-level narratives for annual summative reviews; 100% of educators earned “Effective” or higher.
- Supervise ENL and Special Education programming alongside department coordinators, sustaining ~100% compliance with mandated services and IEP requirements while strengthening ICT and co-teaching practice through targeted professional development, intervisitation rounds, and scheduling design.
- Co-lead the school's Comprehensive Educational Plan, using Regents, MAP Growth, credit accumulation, and grade data to diagnose learning needs and monitor impact. Year-over-year gains: Algebra I Regents ~20% (ELL and Special Education ~35%), June 2026; ELA Regents ~15% (ELLs ~30%), January 2026. Sustained ~90% graduation rates across three consecutive years and 85% school-wide course pass rates.
- Design and lead the school's RTI/MTSS framework, deriving tier classification from MAP Growth data across grades 9–12 to target mathematics and literacy intervention, and direct a school-wide academic-writing initiative, including baseline assessment analysis, bilingual student surveys, PD rollout, and instructional intervisitation rounds.
- Present instructional data and improvement priorities to school leadership, the Staff Development Committee, the School Data Committee, district teams, and families.
- Partner with school leadership on programming and resource decisions across the five supervised departments, including master-schedule input, teacher and section allocation, curricular purchasing, and professional development budgets.
- Manage partnerships with district offices, CUNY, and other university partners, community-based organizations, and instructional programs (Elevate Education and Young Debaters), aligning goals, timelines, and evaluation measures across organizations.
- Supervise curriculum evaluation, selection, and implementation, including Illustrative Mathematics for the Mathematics department, plus HMH, Phonics for Reading, and Vista Higher Learning across ELA, ENL, World Languages, and Special Education, ensuring alignment with NYS Next Generation Learning Standards and CR-SE frameworks.

Graduate Research Assistant – Educational Psychology (Quantitative Methods)

CUNY Graduate Center

New York, NY | August 2024 – Present

- Conduct advanced statistical analyses in R on artificial intelligence in education, parental involvement, student achievement, and teacher improvement across U.S. and international contexts.
- Clean, integrate, and analyze multi-source datasets (surveys, assessments, demographics), applying regression and related methods to address equity- and opportunity-focused research questions.
- Translate complex statistical findings into accessible visualizations and briefs for academic, practitioner, and policy audiences.
- Collaborate on study design, measurement, and interpretation, contributing to manuscripts and conference proposals on educational outcomes.

Program & Site Leader – Summer Rising

NYC Public Schools, Various Sites

Brooklyn, Manhattan, & Queens, NY | 2021 – 2026

- Served as Site Supervisor across multiple large NYC Summer Rising sites (K907 Legacy School of the Arts, Q005 Walter Crowley IS, M860 Frederick Douglass Academy II), overseeing daily operations, master schedules, and supervision of full instructional and enrichment staffs in partnership with CBOs (YMCA, Beacon, CEI).
- Acted as the on-site lead for event logistics and partner coordination, effectively managing vendor relationships and ensuring safe, engaging learning experiences for 60–300+ students per site across multiple summers.
- Strengthened program consistency through clear communication, structured routines, and responsive problem-solving across sites.

Wallace Leadership Fellows

Leadership Fellow

New York, NY | September 2016 – June 2017

- Collaborated with senior administrators on school-wide improvement initiatives and facilitated bi-monthly 10th-grade inquiry team meetings, including data collection and student identification for targeted interventions.
- Participated in leadership development seminars on employee relations, school culture, special education compliance, and family engagement.

NYC Public Schools, Academy of American Studies

Mathematics Teacher & Teaching Fellow

Long Island City, NY | August 2008 – March 2020

- Taught Algebra I, Algebra II, and Geometry for twelve years, designing standards-aligned curricula and Regents preparation sequences emphasizing student-centered instruction and differentiation; earned consecutive “Highly Effective” ratings in instructional practice and student outcomes.
- Led monthly mathematics departmental inquiry cycles, using Regents item analysis and common assessment data to refine curriculum, calibrate grading, share best practices, and target remediation and enrichment, improving math pass rates and overall performance.
- Held a dual leadership role as Athletic Director, managing operations and budgets for 14 teams and 200+ student-athletes, including scheduling, compliance, and coordination with families and citywide athletics leadership.

City University of New York, LaGuardia Community College

Adjunct Lecturer, College Now Faculty

Long Island City, NY | September 2012 – June 2022

- Designed and delivered College Now mathematics curricula (MAT115: College Algebra & Trigonometry, MAT120: Elementary Statistics, and MAT107: Mathematics and the Modern World) for diverse learners over a decade.
- Supported over 90% college credit attainment across semesters, sustaining a decade-long bridge from high school into advanced and postsecondary mathematics coursework.

SELECTED INSTRUCTIONAL INITIATIVES

School-Wide Data Wise Improvement Cycle – High School of Applied Communication

Facilitated the Data Wise Improvement Process (Steps 1–6) with the Staff Development Committee and School Data Committee, leading a multi-year professional learning arc for more than 20 educators on data-driven instruction and disciplinary literacy across content areas. Built recurring cycles of data collection, hypothesis testing, and instructional response that now drive department planning school-wide; 100% of educators earned “Effective” or higher in annual ratings.

Multilingual & Special Populations Instructional Support – High School of Applied Communication

Co-developed targeted training and coaching for ENL and Special Education teams, aligning program design with NYSED mandates and compliance requirements. Coordinated schedules, co-teaching, and monitoring systems to maintain ~100% mandated service delivery and high-quality instructional support for multilingual learners and students with IEPs.

Advanced & Dual Enrollment Mathematics Pathways – LaGuardia Community College (CUNY)

Designed and taught dual-enrollment College Now mathematics courses for over ten years, establishing a sustained postsecondary bridge for high school students into advanced quantitative coursework and supporting over 90% college credit attainment across semesters.

EDUCATION

Ph.D., Educational Psychology: Quantitative Methods in Research (*in progress, expected 2029*)

CUNY: Graduate Center – New York, NY

M.S.Ed., Educational Leadership

CUNY: Queens College – Queens, NY

M.S.Ed., Adolescent Education (Mathematics)

Saint John's University – Queens, NY

BBA, Finance & Investments; BBA, Industrial-Organizational Psychology

CUNY: Baruch College – New York, NY

SELECTED RESEARCH & PRESENTATIONS

- Zhang, B., Alarcon, E., Waugh, M., & Huang, F. (2026). Beyond the mean: Revisiting parental involvement and student achievement with mixed-effects location scale models. Modern Modeling Methods (MMM) Conference; modeling both the level and the stability of achievement, with parental involvement linked to lower variability in mathematics outcomes.
- Co-authored quantitative research on financial literacy, parental involvement, and student achievement across domestic and international contexts; developed and delivered workshops on data-informed instruction and improvement science for educators and school leaders.
- Dissertation research focuses on AI-mediated parental self-efficacy and newcomer family engagement in multilingual school communities, with direct applicability to family engagement strategies in large, high-need school contexts.

CERTIFICATIONS, FRAMEWORKS & SKILLS

- Certifications: NYS Mathematics 7–12 (Professional); NYS School Building Leader (SBL); NYS School District Leader (SDL)
- Mathematics: Algebra I, Algebra II, Geometry, College Algebra & Trigonometry, Elementary Statistics; Illustrative Mathematics; Regents preparation and item analysis; dual-enrollment and advanced course design
- Data & Tools: R, MAP Growth, Regents/ATS-STARs data analysis, data visualization, Microsoft Teams, Google Workspace
- Frameworks: Advance (Danielson 2013 Framework for Teaching), APPR, Data Wise Improvement Process, NYS Next Generation Learning Standards, CR-SE, MTSS/RTI, ICT/co-teaching models
- Languages: Spanish (professional working proficiency), with bilingual instruction, family communication, and translation