



Welcome to 2015-16

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Some Personal Background

- ▶ I am married to Sarah a wonderful person, mother and educator
- ▶ We have two children who are off preparing for life as lawyers. Margaret lives in Salem with her husband and Matt lives in Washington D.C.
- ▶ I am the last of five children that grew up in Portland
- ▶ I have been called an explorer, not for any great discoveries that I have made, but for my willingness to head into the unknown with a quiet optimism that all will come out fine
- ▶ My personal beliefs draw on four areas, education, faith, service and environment.



A Little of My Educational Background

- ▶ I have worked in education for a little over 30 years
 - ▶ I have been fortunate to work at all levels in both the classroom and administration
 - ▶ I have always viewed my profession as portable and have taught or lead schools on four continents
 - ▶ I have been fortunate to work in a variety of districts from small rural to large urban and feel I bring the best of each to my work every day
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How does this Relate to why I am here today?

- Education – I felt a good match to:
 - my experiences in education having worked in small school systems
 - the needs of the district and
 - the potential of the district over the next five years
- Environment – I was very much attracted to:
 - the physical beauty of the Umpqua river and south coast area
 - the possibilities of working in an area where I can hike and fish easily
 - and to see the blue skies and green trees as I walk to work



Where are we headed?

- ▶ My most honest answer is ...I do not really know yet!
- ▶ This is where your leadership team has a great deal of work to do
- ▶ The first year is a year of watching, listening and learning...but those are actions which although they do not imply movement...they will generate movement
- ▶ Movement is change...change is constant...change is what an explorer seeks...
- ▶ So how does this explorer view change?



Complex Change as our Reality

- This community has seen a great deal of change in the past ten years
 - Setbacks in local industry triggering declining enrollment
 - A variety of leadership changes and other personnel changes in the buildings
 - Combining this with the addition of a Charter School to replace the Middle school and High school
 - Under restrictive, and at times suffocating, financial circumstances
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Complex Change as our Reality

- Within the schooling context educators have seen a great deal of change in the past ten years as well
 - Folded in with a variety of iterations of core academic standards that finally culminated with the Common Core
 - And ongoing array of assessments for core programs and essential skills...
 - Educational change has been complex, at times dizzying, often fraught with emotions of frustration, anxiety, confusion, false starts and at times even celebrations!
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Managing Complex Change a Professional Language

- In my experience I have come to view change as having 5 critical elements:
 - 1) Vision
 - 2) Skills
 - 3) Incentives
 - 4) Resources
 - 5) Action Plans
- In the coming years we will use these elements to define where we are in the change process and what we need to do to assure the goal (the change we are looking for) is achieved.

VISION

- ▶ Vision is both the easiest and the most challenging
 - ▶ Vision has to be specific enough for people to connect with personal passions and skills
 - ▶ At the same time open enough to encompass the elements a district cannot control over short periods of time
 - ▶ How do you make that loose tight juxtaposition work?
 - ▶ An unclear vision in combination with the other elements leads to confusion
 - ▶ I see a great deal of confusion in two areas in Oregon ... Curriculum and Assessment



SKILLS

- ▶ This is perhaps one the most challenging aspects for a district and site administration at this time
 - ▶ How to make professional development meaningful and productive in a time of confusion...
 - ▶ Herding cats is the most often used metaphor...
 - ▶ How is it that you take teachers with varying years of service with various subject matter expertise and build a professional development protocol that aligns your district with best practices and current statewide policy directives?



INCENTIVES

- This is perhaps the most interesting of the categories for the conversations we will be having...the confluence of autonomy and team
- Incentives as word we usually hear in one of three ways
 - What is in this for me?
 - What will I have to give up to move in this direction?
 - What is in this for my students?
- The first is completely understandable and is typically initiated out of anxiety...and it can be a starting point of an effective dialog towards moving towards change
- The last is the most productive position to start from as it puts the students first...where they belong!



RESOURCES

- ▶ This is perhaps the most volatile in Oregon, our boom and bust economic experiences make for some frustrating times
- ▶ Resources should not be an excuse for not getting to our vision...
 - ▶ How to start only what we can finish?
 - ▶ What do we prioritize, what to start with the end in mind?
 - ▶ What do we decide to stop because it detracts from what we can finish?
- ▶ These are the conflicts we struggle with in education...how do we leave something...something we are not bound to do...behind?



ACTION PLANS

- ▶ This is perhaps the most worked over area in education, we are good at this...we plan well
- ▶ SMART Goals can be effective in fostering change ...
 - ▶ Closing the goal loop with effective evaluation and sun-setting of a project
 - ▶ Celebrating our achievements...we are good at celebrating our students success, we need to take more pride in our team successes



How do we talk about Change?

- ▶ My experience is that communities need to have unifying structure to view their current circumstances to effectively communicate with each other about their belief
- ▶ This model is not the be all, end all, but it gives a starting place
- ▶ There is a great deal of new in Reedsport School District this year
 - ▶ We ALL need to watch to see how we respond in this new environment
 - ▶ Look for things that are in need of celebration
 - ▶ Define our passions...what gets us here each day
 - ▶ Participate fully when asked to contribute your guiding beliefs
 - ▶ Embrace change as a member of a team...we are our own best resource





CLOSING PERSPECTIVE

- ▶ I view leadership as a distinct from the elements of management... I was hired to lead, and manage... leading means movement, it implies change.
- ▶ So how do I view leadership? Under five unifying concepts
 1. Clear Vision
 2. Practice Level 5 leadership – passionate, focused and humble
 3. Focus on our key mission – preparing students for multiple options in life
 4. Hire smart
 5. Use technology as an accelerator to meeting our mission