

# ***BRIAN GANDER, DED.***

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- A proven leader who builds cohesive organizations by engaging communities in implementing shared visions of effective teaching and learning.
  - A leader whose diverse experiences as a superintendent, principal, program director, teacher and presenter is prepared to lead a learning community towards a shared vision.
  - A leader focused on all employees' growth through developing collaborative relationships, high expectations and mutual accountability.
  - An effective communicator, with the ability to work with key community leaders and collaborate with education stakeholders for the benefit of all.

## **LEADERSHIP STATEMENT**

Leadership of a district, learning community or program is a tremendous responsibility that should be undertaken with humility and integrity. To achieve the goals of fostering safe / supportive schools, effective communication, developing high quality programs, assuring fiscal stability, and supporting quality staff development requires a focus towards supporting others. Leadership is collaboration and decision-making to ensure the organization is thriving. I believe that focusing on the growth of others drives sustainability, and builds the trusting relationships necessary to achieve excellence.

## **EDUCATIONAL PHILOSOPHY**

As an educator, I view the application of knowledge as being equally important as the acquisition of knowledge. K-12 educational programs have to guarantee rigor in the foundations of each field of study, provide application based learning experiences and ensure equal access to participate in those same fields of study. Secondly, the social context of our schools has to profess the cultural values of the community while stretching its members to think broadly and inclusively. Educational leaders can bring these ideals to a community and help the community shape for themselves a set of expectations that improve the education system. School systems have the opportunity to shape the lives of many and it is one of our society's greatest treasures. When communities have a clear vision for their children's achievement, it is the professionals with their classroom experience and specialized training that can shape the shared vision to make great things happen.

## **CULTURALLY COMPETENT**

Developed through a variety of experiences my cultural competency is the result of many years of work and inquiry. In my life and work experiences I learned the skills necessary to interact successfully amongst many cultures. Through practices of being a focused listener, developing patience to think before acting, and keeping an open mind I have learned many fascinating things about the cultures we live amongst. Showing on a day-in day-out basis that you value all individuals for who they are; understanding what makes them who they are and communicating effectively with them allows for each individual to feel respected and valued. In the end my accomplishments in cultural competence have helped me be a more effective communicator and planner, leading to work in a collaborative environment that achieves sustainable outcomes communities seek for their schools.

## **INTERNATIONAL LEADERSHIP POSITIONS**

### **SUPERINTENDENT**

**Current: Universal American School  
P.O. Box 17035 Code 72451, Khaldiya, Kuwait [www.uas.edu.kw](http://www.uas.edu.kw)**

The Universal American School-Kuwait is a nonprofit, private co-educational, college-preparatory day school serving an international student body of approximately 1,850 students from pre-primary (age 3) to grade 12. UAS is accredited by The Council of International Schools (CIS) and the New England Association of Schools and Colleges (NEACS). UAS offers a full American academic program based on the rigorous international standards while maintaining Arabic language and Islamic religion classes for our Arab families. As an international school we also prepare our high schools students with a variety of languages such as French and Spanish. Our instruction in the core program and electives programs is 100% in English in all grades.

All UAS teachers are highly qualified, and many have served at UAS for a number of years. The school employs approximately 350 staff. A large percentage of faculty members have earned advanced degrees, in addition to the required teaching certification. Our teaching staff is as diverse as our student body, with native English speaking as a primary qualification along degree attainment and previous overseas experience. Extra-curricular activities include a range of sports, drama, art, music, band, yearbook, and journalism, Model UN, student government, spring carnival, computer club, chess club and other activities. The sports program includes the major sports of basketball, soccer, volleyball, and track and field.

As Superintendent my daily work is to assure that UAS:

- Creates and sustains a rigorous academic environment for all students at all levels targeted at preparing them to demonstrate competence in all scholastic endeavors.
- We emphasize ethical and moral standards, not only through our curriculum, but also through our co-curricular program and its rules and regulations.
- We maintain and support a full array of studies in our Advanced Placement programs and including Arabic language, Islamic culture, and religion at all levels and for all students.
- All academic classes at all levels (the exception of classes in Arabic, religion, and World Languages), all co-curricular activities, and all school communications will emphasize the use of the English language.
- All students at all levels will know and be able to use technology.
- All students at all levels will know and be taught the concepts of internationalism, globalism and develop a respect for diverse cultures.

### **ASSOCIATE DIRECTOR**

**2013 – 2015 Jinan Foreign Language School, (JNFLS)  
Jinan, Shandong, Peoples Republic of China, 250107 [www.jnflsic.com](http://www.jnflsic.com)**

JNFLS is a 3,000 student public senior high school in Jinan, Shandong, PR China that prepares students for universities in the United States, the United Kingdom, Canada and Australia. We

utilized the College Board Advanced Placement and Cambridge International Exam A-Level academic programs while accomplishing Chinese National curriculum benchmarks.

**Accomplishments:**

- Developed an English Language Arts framework for classroom instruction in grades 10-12 based on the Common Core State Standards (USA) and Common European Framework.
- Trained staff in bi-lingual lesson development and instructional practices (SIOP Model). Including curriculum materials and evaluation tools.
- Development, implementation and oversight of a formative / summative assessment structures to ensure students are meeting standards approximating equivalency with USA, Canadian, Australian, and United Kingdom schools.
- Trained 13 novice and a two-experienced teachers in classroom management, instructional planning and student assessment strategies. This included the evaluation of 38 teachers.
- Developed a high school transcript protocol that supports student application and placement in well-established western universities.
- Developed recruitment, hiring, and retention processes to ensure a highly qualified professional staff at the JNFLS International Center.

**TEACHER**

**The Columbus School, Medellin, Columbia, SA**

Taught grades 1-6 at an international school of 700 PP-12 students. The students were both Colombian and from expatriate families living in Colombia.

**PEACE CORP VOLUNTEER**

**The Gambia, West Africa,**

I taught public health education skills to: nurses, school teachers, and village populations. Organized village leadership councils around community health concern solutions. Taught health lessons, and developed census data at local clinics for the World Health Organization and Gambia National Health Agency

**OREGON AND CALIFORNIA LEADERSHIP POSITIONS**

**SUPERINTENDENT AND SPECIAL EDUCATION DIRECTOR**

**Reedsport School District #105,**  
100 Ranch Road, Reedsport, OR 97467

I was hired to join the Reedsport School District on a part-time basis as their Superintendent and Special Education Director to straighten out a district mired and a series of struggles. The challenges were based in high administrator turnover, inadequate central office supervision and an undisciplined school board. As the fifth superintendent in six years in my initial months I found the district had covered up a business office fraud case, allowed on going missteps after the fraud case by an overmatched business manager, and not adhered to its own hiring practices in recent site leadership searches. Having interviewed for the position while working in China, I found the district to be quite different than presented by the school board's recruitment

documentation and interview processes. With mounting concerns about the ability of the board to act ethically I resigned my position.

### Superintendent

#### **Accomplishments:**

- Directed the leadership group (administrators, district office personnel, and teachers/ association officers) in the implementation of a new employees orientation program. We started from ground zero and built a support network that involved human resources, payroll, principal mentoring and early technology transitions.
- Investigated a number of suspect business practices by the business manager and brought them to resolution to the benefit of the district. Including completing a draft ethics violation disclosure for the State Ethics Board.
- Carried out an analysis of the Central Office support services structure working with two board members. We worked with staff to identify personnel strengths, training requirements, and formulated a cost reduction program that increased service options by 20 hours per week.
- As Special Education Director I supported three teachers in the implementing new IEP forms and the implementation of new service standards for a Middle Learning Center to complement our Life Skills and Resource Center programs.
- As Special Education Director I supported a new administrator of an Oregon Department of Education Focus School in the proper allocation of SPED personnel and implementation of Oregon's Response to Instruction and Intervention (ORTIi) protocols.

**Santiam Canyon School District #129J,**  
150 SW Evergreen Street, Mill City, OR 97360.

While my wife and I were preparing to work overseas I was hired for one year to support the Santiam Canyon School Board. The community was in a transition towards hiring a new superintendent and elementary principal after the late June decision to close Gates Elementary school. The previous superintendent and business manager abruptly left the district in July of 2012. I served as superintendent, business manager (temporary), elementary principal (318 students), human resources director, maintenance supervisor, and transportation manager.

### Superintendent

#### **Accomplishments:**

- Served as business manager in the evaluation, recommendation and implementation of budgets cuts for a budget deficit of \$570,000. Working with the Linn-Benton ESD to make specific cuts and build a SY2013-14 budget that reduced the deficit by 80%.
- Worked closely with the Board and district legal council to clear three pending lawsuits brought against district by released personnel.
- Directed the leadership group (administrators, program coordinators, and teachers/ association officers) that developed the SB290 teacher improvement / evaluation process.
- Negotiated a new contract with the licensed-classified bargaining unit that reduce the deficit budget and supported more sustainable economic commitment from employees.
- Re-established a Future Farmers of America program after a teacher resignation.

## Principal – Santiam Elementary – Grades K-6

### **Accomplishments:**

- Organized a new elementary school in two weeks after a needed consolidation forced two staffs together; used lay-off and recall protocols to re-assign teachers and paraprofessionals.
- We developed a school-based leadership team process to support the merging of two staffs under tense circumstances.
- I worked closely with the parents and teachers to start a Santiam Elementary Parent Teacher Organization to improve communication and trust between families and the school.
- I lead the development of an assessment process by leading trainings in formative and summative assessment practices using the common core standards and our calendar.

## **Jewell School District #8,**

83874 Highway 103, Seaside, OR 97138

I served as Superintendent/Principal, Human Resources Director, Federal Programs Director and Special Education Director in Jewell for three years. I joined Jewell as the seventh superintendent in 26-months. I was asked to build a strong academic program for a rural K-12. We accomplished some wonderful things in a very challenging work environment.

### Superintendent

#### **Accomplishments:**

- Guided the district through a mission / vision development process that defined the district's guiding beliefs. The document is the foundation for decision-making in the district.
- Reduced reserve expenditures by \$680,000 dollars (60%) in the first fiscal year.
- Worked collaboratively with the teaching staff and families to build a sustainable multi-aged classroom instruction model, saving 30% in payroll costs in two years.
- As **Special Education Director** I worked with our special education staff and our ESD to implement standards based goals and improve classroom access for special needs students.
- As **Federal Programs Director** I worked closely with the ODE to implement a grant targeted to improve our schools technology capacity for distance learning. I also took the lead on re-established the Title-I program, saving the school \$42,000 dollars.
- I worked with school board members and the Oregon School Boards Association to develop process and procedures for improved board meeting climate, productivity, and installed a superintendent evaluation practice based on goal setting.
- Twice we negotiated contracts with the licensed and classified employees that supported more sustainable economic commitments.

### Principal

#### **Accomplishments:**

- Leader of the academic program that added three College Board Advanced Placement courses and introduced on-line learning opportunities to our school for the first time.
- Established Professional Learning Communities as a key process for instructional improvement. Lead trainings in Differentiated Instructional methods, elementary multi-aged classroom, and the Understanding by Design for instructional planning.
- High School graduation rate of 95% or above each of the three years.
- Guided the implementation of a revised Talented and Gifted (TAG) program that met the requirements of identification, and individually planned services.

- Re-established an agricultural education program in combination with two other districts that were seeking opportunities to re-enter the Future Farmers of America.

**Long Creek School District #17,**  
375 East Main, Long Creek, OR 97856

I served the Board and as Superintendent/Principal, Special Education Director, Human Resources, and Federal Programs Director in Long Creek for two years. I was tasked with helping the community define its vision and improve its academic programs as a remote rural K-12 setting.

Superintendent

**Accomplishments:**

- Guided the district through a mission and vision development process that defined our district's guiding beliefs and became our foundation in decision-making of the district.
- Graduation rate of 100% for the two years as superintendent/principal.
- Secured a grant that provided music instruction to our school and a neighboring school.
- As **Special Education Director** I worked closely with our ESD partners to implement standards based IEP goals and improve classroom access for special needs students.
- As **Federal Programs Director** I worked with the Oregon Department of Education to re-establish the Title-I program to support students academic needs.
- Negotiated a four-year contract with the licensed bargaining unit.

**Pringle Elementary, Salem-Keizer SD**  
2450 Lancaster Drive NE, Salem, OR 97304.

In the seven years I served as the Principal of Pringle Elementary we achieved a wide variety of success across our curriculum implementations and our support of the Pringle Community. As a school we were recognized by the Oregon Department of Education for our excellence (four of the seven years). We meet the needs of a large and diverse school population with innovating governance model, research proven intervention protocols, and exemplary fine arts programs.

Principal – Grades K-5

**Accomplishments:**

- *Oregon School of Excellence* four of the seven years during my leadership.
- Developed Salem-Keizer SD first Response-To-Intervention (RTI) program using a Reading Flooding Model implemented by our classroom and special education teachers.
- Lead the development of the *Pringle Writing Notebook*, a standardized writing instruction resource for students and teachers in grades K-5.
- Chair of Pringle School 150-Year Celebration Committee.
- Principal Representative of the 2005 Math Adoption Committee.
- Hiring and evaluation of 42 certificated and classified staff.

District Committee Positions:

- Oregon Electronic Grade Reporting Development Task Force
- District-wide Principals Planning Committee
- Secondary Schools Discipline Policy Task Force
- RFP Committee for Salem-Keizer Transportation Services Contract.

## **Campbell Union School District**

315 Third Avenue, Campbell, CA 95008

I served as an administrator in the Campbell Union School District for four years gaining valuable insights into working with highly diverse families in a large urban school context. I was provided invaluable opportunities to present at conferences, lead district initiatives and develop a leadership philosophy focused on quality human resources practices and grounded curriculum.

### Principal – Lynhaven Elementary – Grades K-5

- State commendation for raising learning outcomes in California’s state testing of reading and math by 12% over a single year.
- *National Blue Ribbon School* – Candidate 2000.
- Hiring and evaluation of 53 certificated and classified staff.
- Elementary Principal on the District Budget Advisory Committee.
- Lead of the development of the District’s process for supporting failing students as required by new California policy. Presented Campbell USD’s protocol and the League of California Middle School Conf. in the spring of 2000.

### Assistant Principal – Rolling Hills Middle School, – Grades 5-8 – 1,050 students

## **Dos Palos Oro Loma Joint Unified School District**

2041 Almond Street, Dos Palos, CA 93620

### Assistant Principal – Bryant Middle School – Grades 5-8

### Teacher – Bryant Middle School – Grades 5-8

### Principal of the Migrant Student Summer Academy – Grades pre-K-7

## **TEACHING POSITIONS:**

Teacher in four districts:

**Bryant Middle School**, Dos Palos Oro Loma JUSD, Dos Palos CA

**Highland View Middle School**, Corvallis SD509J, Corvallis, OR

**The Columbus School**, Medellin, Colombia, SA

**River Grove Elementary**, Lake Oswego SD, Lake Oswego, OR

## **EDUCATION**

### **University of Oregon, Eugene, Oregon 97403**

2007     Doctorate of Education  
          Education Organizations Leadership and Management  
          Concurrent with completing an Oregon Continuing Administrative License

### **Oregon State University, Corvallis, Oregon 97330**

1989     Masters of Education,  
          Standard Oregon Teaching License – Health Education

- 1983 (2) Bachelor of Science (Health & Physical Education)  
 1982 High Scholarship Honors, National Deans List  
 Basic Oregon Teaching Licenses – Health Education and Physical Education

**San Jose State University, San Jose, California 95129**

- 2000 Education Administration and Supervision Services,  
 Professional Clear License

**California School Leadership Academy, Santa Clara, California**

- 1998 Graduate of 1996-1998 cohort of California School Leadership Academy,  
 Santa Clara County Office of Education

**California State University Fresno, Fresno, California 93740**

- 1995 Education Administration and Supervision Services, Preliminary License

**PROFESSIONAL PRESENTATIONS AND PUBLICATIONS**

- December 2016 *Developing Program Implementations: Supporting Complex Change in Instructional Program Planning*. Presentation given at the Annual PEAK Conference, Jahra, Kuwait. December 3, 2016
- November 2009 *Improved Decision-Making: Using Budget Data to Support Program Evaluations*, Presentation given at the Oregon School Boards Association Annual Convention, November 13, 2009, Portland, OR.
- December 2007 “*A Comparison of Early Reading Outcomes and Program Costs in Four Primary Reading Programs for Improved Decision-making*.” Doctoral dissertation, College of Education, University of Oregon, Eugene, OR.
- January 2007 *Supporting Early Reading Instruction in Cost-Conscious Times*. Presentation on the use of cost-effectiveness protocols in combination with critical instructional elements for successful reading interventions for improved leadership decision-making. Presented at the Confederation of Oregon School Administrators (COSA) Winter Principal’s Conference, Salem, OR.
- June 2005 *Pringle Elementary Reading Flooding Model*. Presentation on the use of small group reading instruction formats to meet grade level reading standards. Presented at the Seaside Conference of the Confederation of Oregon School Administrators (COSA), Seaside, OR.
- February 2005 *Utilizing Explicit Instruction Strategies in a Reading Flooding Model*. Presentation on the use of small group reading instruction interventions to get all students to grade level reading standards. Presented at the Oregon Conference 2005, Valley River Center, Eugene, OR.
- March 2000 *Promotion by Achieving Student Success*. A look at one district’s middle school intervention model designed to prevent student retention. Presented: California League of Middle School Conference, San Francisco, CA.
- May 1982 Professional preparation: A student's perspective. *Oregon Alliance of Health, Physical Education, Recreation and Dance Journal*.



## GRANTS AWARDED

- 2008-2011 Small Rural School Achievement Grants. – Technology innovation for instructional settings: V-Tel Spanish Language, OSU synchronous instruction.
- 2006 Woodmansee Art Foundation grant for the Pringle Sesquicentennial project.
- 2000 Community Foundation of Silicon Valley. Lynhaven Elementary, Campbell Union School District, Campbell, CA.
- 1998 California Department of Education #1510 Grant for Technology Implementation.

## HONORS AND ACTIVITIES

- 2015 South Coast Early Learning Hub – Steering Committee
- 2015 REEF (Reedsport Education Enrichment Foundation) – Board Member
- May 2015 *Quancheng Friendship Award*, Jinan City Municipal People’s Government, for distinguished service to education at the Jinan Foreign Language School
- 2011 to 2013 Vice-President; *Oregon Small School Association*.
- 2007 to 2013 Executive Board Member – Region 1 & 3, Legislative Council Representative, *Oregon Small School Association*.
- 2010 to 2012 President, Clatsop County Superintendent Group, NWRESA.
- 2009 to 2012 CASCO League Delegate, *Oregon Scholastic Athletic Association*.
- 2008 to 2013 Quality Education Model Best Practices Commission. Oregon schools Review team studying economic efficiencies related to academic outcomes.
- 2006 to 2007 President Western Region *Oregon Elementary School Principal Association*.
- 2005 to 2006 State of Oregon School Site Evaluation Committee.
- 2002 to 2003 Confederation of Oregon School Administrators / OESPA & OSSPA Summer Department Conference Planning Committee.
- 2002 to 2007 Member – Staff and Parish Relations. First United Methodist Church, Salem, OR.
- 1997 to 2000 Education Team, Community Task Force Member, Almaden Hills First United Methodist Church, San Jose, CA.

## PROFESSIONAL MEMBERSHIPS

- Since 2016 IAN (Informal Administrator’s Network) of Kuwait
- Since 2016 Educational Collaborative for International Schools (ECIS)
- Since 2015 Rotary of Reedsport
- Since 2009 American Education Research Association
- Since 2007 Oregon Small Schools Association
- Since 2006 American Association of School Administrators
- Since 1996 Association for Supervision and Curriculum Development
- Since 2000 Confederation of Oregon School Administrators
- 2000 - 2007 National Association of Elementary School Principals
- 2000 - 2007 Oregon Elementary School Principals Association

## REFERENCES

I have a complete set of references covering my 30 years of service as an educator. They are available as a pdf document upon request.