

# Dan Goldman

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Collaborative | Engaged | Proven

## EDUCATION

Portland State University & Lewis and Clark College, Portland, Oregon  
Initial and Continuing Administrator Licenses, respectively (July, 2006; June 2013)

Lewis and Clark College, Portland, Oregon  
Master of Science, National Certification in School Psychology (June, 2001)

Evergreen State College, Olympia, Washington  
Bachelor of Arts, Liberal Arts (June, 1994)

## PROFESSIONAL EXPERIENCE

**(2013 – Present) HOOD RIVER COUNTY SCHOOL DISTRICT, Hood River, Oregon**

*Superintendent*

Supporting Committed Educators to Deliver Excellence in Student Outcomes

- Increased outcomes for all student groups in literacy, mathematics and science
- Increased Freshman Success and On-Time Graduation Rates for all student groups
- Decreased incidences of exclusionary discipline and substantially increased attendance rates
  - Championed the adoption and culturally responsive delivery of research-based curriculum
  - Elevated teacher voice in professional learning through facilitated peer observation and Instructional Rounds to expand research-based instructional practices at scale
  - Led deep implementation of Response to Intervention and Positive Behavior Support systems
  - Instituted data-driven teaming practices across all levels of the school district
  - Doubled access to high-quality, regional preschool programs
  - Expanded career-technical, Advanced Placement and dual-credit options by developing partnerships with multiple post-secondary institutions, industry partners, and community-based organizations
  - Led county-wide visioning effort and a successful capital bond campaign towards expanding regional access to integrated science, technology, engineering, arts and math programming
  - Initiated new innovative online academy and alternative school programming throughout the county

Closing Opportunity Gaps & Ensuring Equitable Results

- Successfully served a culturally, linguistically and economically diverse county-wide school system with integrity, visibility and passion
  - Achieved 80% on-time graduation rate for students of color
  - Cultivated substantial enrollment increases in advanced coursework for students of color
  - Significantly increased, supported and retained bicultural, bilingual educators
    - Supported the School Board in adopting policies and resolutions ensuring equity in academic and extracurricular programming, hiring, resource allocation, and protections for immigrant students
    - Established the Office of Equity & Family Partnerships via creative public-private funding streams
    - Established “Equity Learning Teams” at each school in consultation with the National Equity Project
    - Engaged Latinx parents and partners in monthly, well-attended Familias Unidas evening sessions
    - Initiated K-8 Spanish Immersion programming and the Oregon Biliteracy Seal on high school diplomas
    - Instituted research-based programs aimed at closing opportunity gaps such as AVID and Juntos
    - Significantly expanded services to migrant students and families
    - Implemented one-to-one innovative classroom technologies across PK-12 system

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## Strategic Planning & Accountability

- Led School Board, staff and community through comprehensive strategic planning effort to create equity-driven “20/20 Vision”
- Led various successful strategic planning efforts including the Long-Range Facilities Plan, Quality Preschool Accessibility Plan, School Boundary Study, Athletic Master Plan
- Established an evidence-based, data-driven Continuous Improvement Planning and Accountability system assuring the Strategic Plan elements are visible across all schools and classrooms
- Advanced a data systems redesign to assist the work of teacher-driven Professional Learning Communities and Response to Intervention Teams
- Modeled data-based decision-making at scale through regular, public monitoring of results

## Fiscal Stewardship, Program Sustainability, Facility Improvement

- Reversed a history of fiscal underperformance and restored community trust in district operations
- Developed first ever district CAFR, earning Certificate of Excellence in Financial Reporting (ASBO), and continuous “unmodified” audit opinions.
- Delivered year-over-year ending fund balances in excess of 12% while increasing program levels for students and reducing class sizes - achievements not seen in the District for many years
- Established a healthy “Biennial Reserve Fund” in anticipation of looming PERS rate increases
- Worked alongside community-based PAC and School Board leadership on passage of a Local Option Levy with an historically high 74% voter approval
- Worked alongside community PAC and School Board leadership on passage of a comprehensive capital bond measure with an historic 72% voter approval
  - Intricately involved in the execution of over \$80m in capital bond and seismic projects including oversight, design, construction and commissioning
- Oversaw a series of tight fiscal controls, new financial software adoption, community-based Finance Advisory and Bond Oversight Committees
- Increased interagency collaboration in operational areas to reduce redundancies
- Decreased K-3 class sizes and increased reading and behavioral intervention FTE, even while forced to make sizeable program reductions
- Successfully negotiated Collective Bargaining Agreements, while improving financial and academic results

## **(2006 – 2013) TIGARD-TUALATIN SCHOOL DISTRICT, Tigard, Oregon**

### *Director of Curriculum and Instruction & Elementary Programs*

- Directed K-12 curriculum, instruction, assessment and school improvement efforts
- Supervised elementary school programs and principals
- Directed the nationally recognized Effective Behavior and Instructional Support (EBIS) program
- Directed powerful assessment activities including collection, analysis, decision-making, systems software development, and program evaluation
- Directed federal grant programs (Title I, II, III, IV, IX, X, Perkins)
- Oversaw all general education state compliance efforts including Oregon Achievement Compacts, Oregon Continuous Improvement Planning, and Division 22 Assurances
- Directed federal and state-level competitive grants including: Safe Schools/Healthy Students, STEM Innovation and Partnerships, Dual Language Implementation Grants, and numerous research-to-practice initiatives in literacy and English language development.
- Coordinated K-12 Comprehensive Guidance & Counseling Programs
- Co-authored the Technical Assistance Manual for Response to Intervention (RTI) for the State of Oregon

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**(2001 – 2006) PORTLAND PUBLIC SCHOOLS, Portland, Oregon**

*Teacher on Special Assignment and School Psychologist*

- Principal for “Extended School Year” programs (summer school for students with severe disabilities)
- Coordinated the professional development, curriculum, and assessment program for thirty-three K-12 Structured Learning Center (SLC-B) classrooms for students with emotional and behavior disorders
- Special education teacher on special assignment (TOSA) - Irvington and Woodlawn Elementary, Beaumont and Whitaker Middle, and Jefferson and Grant High Schools
- School Psychologist - Woodlawn Elementary and Tubman Middle Schools

**(2000 – 2001) DAVID DOUGLAS SCHOOL DISTRICT, Portland, Oregon**

*School Psychologist Intern*

**(1999 – 2000) PORTLAND PUBLIC SCHOOLS, IRVINGTON ELEMENTARY SCHOOL, Portland, Oregon**

*School Counselor Practicum*

**(1998) KROLL ASSOCIATES, INC., New York, New York**

*Research Associate*

**(1997) THE CHRISTIE SCHOOL, Portland, Oregon**

*Middle School Teacher, Multiple Subjects*

**(1993 – 1996) HAVEN HOUSE SCHOOL, Olympia, Washington**

*6<sup>th</sup> Grade Teacher, Multiple Subjects*

## **OTHER EDUCATIONAL EXPERIENCE**

**(1999 – 2000) PORTLAND PUBLIC SCHOOLS, MARSHALL HIGH SCHOOL, Portland, Oregon**

*Mentor*

**(1996) KALI GHANDAKI SCHOOL, Ghandruk, Nepal**

*Volunteer Teacher*

**(1994 – 1995) OLYMPIA COMMUNITY CENTER, Olympia, Washington**

*After School Music and Athletic Program Teacher*

## **CURRENT LICENSURE**

K-12 Professional Administrator, State of Oregon

K-12 Continuing School Psychologist, State of Oregon

Nationally Certified School Psychologist (NCSP)

## **PROFESSIONAL AFFILIATIONS**

Executive Committee, Oregon Association of School Executives (OASE)

Educational Leadership Coalition, Confederation of Oregon School Administrators (COSA)

Board Member – I Have a Dream Foundation

Board Member – Hood River County Education Foundation

Member, Hood River Rotary

Member, American Association of School Administrators (AASA)

Member, National Association of School Psychologists (NASP)

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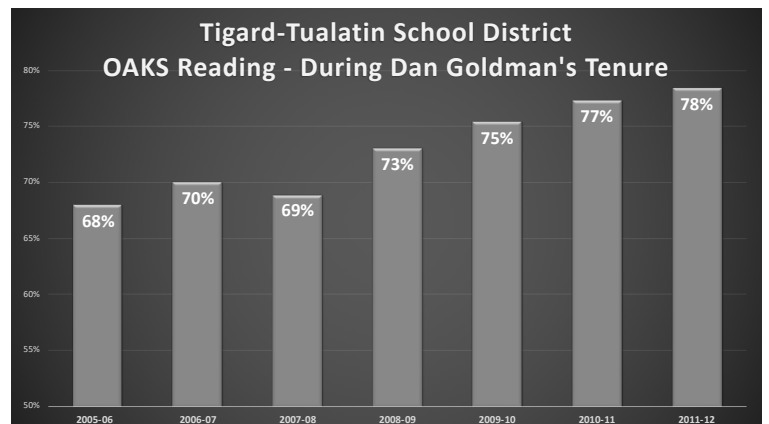
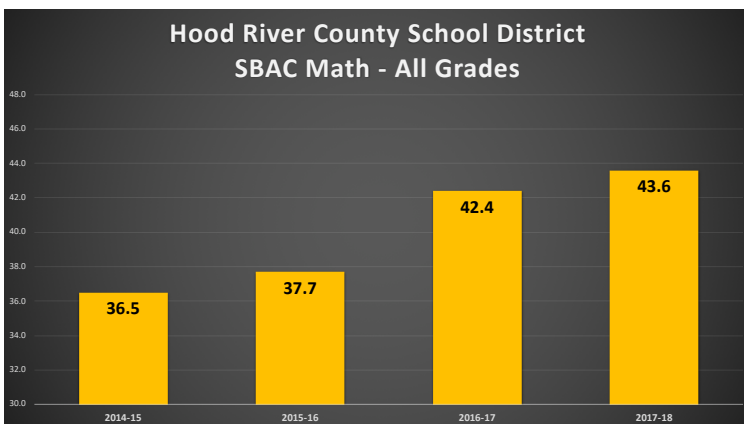
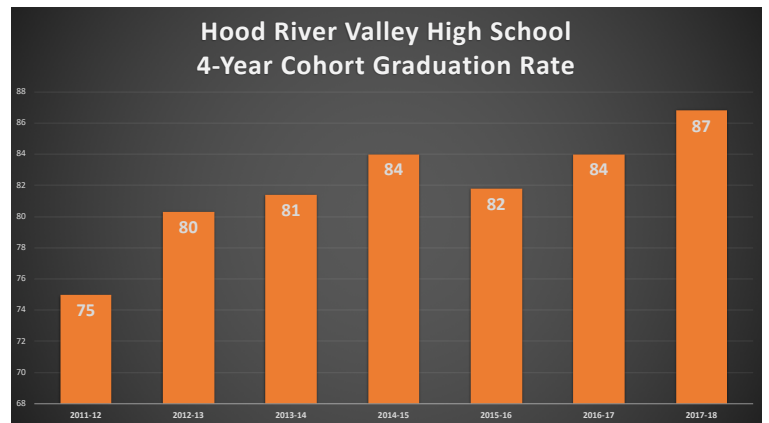
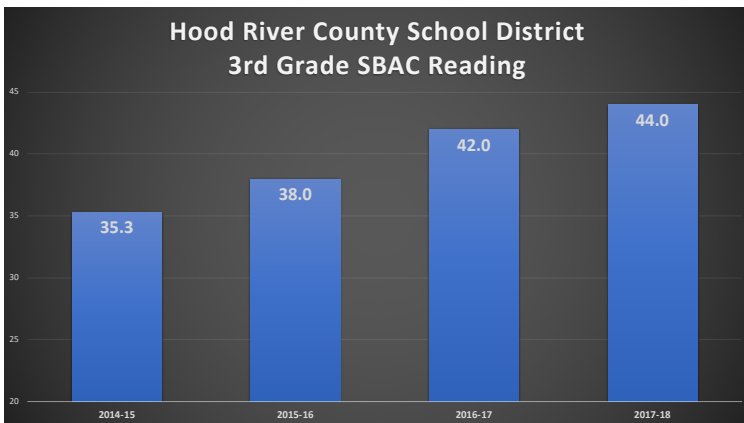
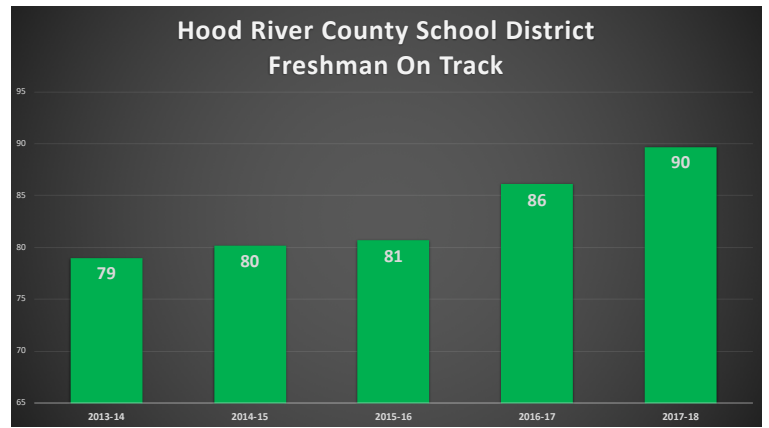
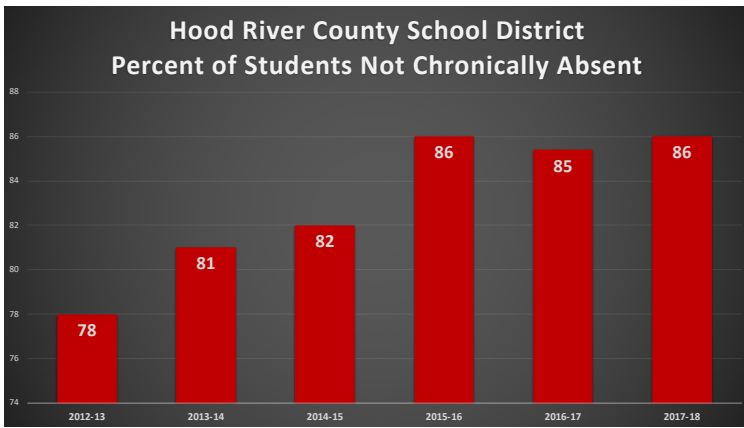
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## **RECENT AWARDS & PRESENTATIONS**

- *Cradle to Career in Rural Oregon*; Joint Interim Committee on Student Success, Hood River, OR (2018)
- Nominated, Oregon Superintendent of the Year (COSA) – submitted by HRCSD School Board and Administrative Team (2018)
- *Leading for Equity in Multi-Tiered Instructional Frameworks*; Oregon Leadership Network. Salem, OR (2017)
- *Supporting Immigrant Students and Families in the Post-Election Reality*; COSA. Salem, OR (2017)
- *Champion Award*, Northwest PBIS Network, Portland, OR (2016)
- *Technology Leader of the Year Finalist*, Gorge Technology Alliance (GTA); Hood River, OR (2015)
- *What Matters & What Works: Early Literacy*; *Regional Education Summit*; The Dalles, Oregon (2015)
- *Improving Oregon Schools at Scale*; *Governor's Education Forum*; Salem, Oregon (2014)
- *What Are We Learning About Learning Walks*; COSA. Seaside, OR (2014).
- *Walking to Improved Reading Outcomes*; National Association of School Psychologists (NASP) Conference. Seattle, WA (2013)
- *Walking to Improved Reading Outcomes*; Oregon PBIS Conference. Eugene, OR (2013)
- *What We Know (and Need to Learn) About Reducing Suspensions for Students of Color*; Oregon Leadership Network. Portland, OR (2012)
- *What Does Race Have To Do With It?* Northwest PBIS Conference. Portland, OR (2012)
- *Courageous Conversations about Race*; COSA. Seaside, OR (2011).
- *Early Literacy and Evidence-based Practices in Oregon Public Schools*; Oregon Education Investment Board. Salem, OR (2011)
- *EBIS & Closing the Racial Achievement Gap*; Oregon PBIS Conference. Eugene, OR (2011).
- *Scaling-Up Evidenced-Based Practices*; COSA. Eugene, OR (2010).
- *The Effective Use of Classroom Data*; COSA. Eugene, OR (2010).

## **REFERENCES**

- Rob Saxton, Superintendent, Northwest Regional Education Service District; 503.947.5740
- Don Grotting, Superintendent, Beaverton School District; 503.308.0170
- Sam Breyer, Superintendent, Multnomah Education Service District; 971.235.9333
- Karen Twain, Assistant Superintendent, Tigard-Tualatin Schools; 503.702.2191
- Mark Langseth, Executive Director, I Have a Dream Foundation; 503.975.4583
- Chrissy Reitz, School Board Chair; Hood River County Schools; 503.381.8024
- Julia Garcia-Ramirez, School Board Member (Vice-Chair 2016-17), Hood River County Schools; 541.490.6979
- Dr. David Russo, Former School Board Member (Chair 2015-16), Hood River County Schools; 541.399.3618
- Jan Velhuisen-Virk, Former School Board Member (Chair 2014-15), Hood River County Schools; 541.490.0411
- Liz Whitmore, Former School Board Member (Chair 2013-14), Hood River County Schools; 541.490.7782
- Maureen Wolf, School Board Member, Tigard-Tualatin Schools & OSBA Secretary/Treasurer; 503.579.0001
- Petrea Hagen-Gilden, Former Assistant Superintendent for ODE and Tigard-Tualatin Schools; 503.939.8546
- Neely Kirwan, Director of Curriculum & Instruction, Hood River County Schools; 541.386.2511
- Rich Polkinghorn, Principal, Hood River Valley High School, Hood River County Schools; 509.637.4061
- Bill Newton, Principal, Westside Elementary School, Hood River County Schools; 503.779.8487
- Janet Hamada, Executive Director, The Next Door & Board Member, Meyer Memorial Trust; 541.490.7904
- Maui Meyer, Hood River County Commissioner; 541.490.3051
- Paul Blackburn, Hood River Mayor; 541.436.0654



The top priority of any educational leader is undeniably to bring about positive academic and emotional growth for each and every student. With competing demands for resources and time, what separates the excellent leader from the good is the capacity to listen deeply to the needs of the learning community and then to identify, communicate and monitor a limited number of high-leverage, high-impact priorities and pursue them relentlessly.

With poverty rates at 58%, nearly 40% of the student body served in English Language Development programs, 50% students of color, and 20% in migrant programs, the Hood River County School District's laser focus on literacy and language development, equity and family partnerships, data-based teaming, and strengthening partnerships across the pre-k through college and career system has led to significant increases and comparably high outcomes in attendance, literacy, mathematics, science, freshman success, and graduation rates. My record in regards to instructional leadership is highlighted in the graphs above.

My experiences in regional improvement efforts in rural, suburban and urban school systems, collaboration across early learning, post-secondary and workforce sectors, and focus on equity and service to communities of color are aligned with the qualifications being sought-after by the NWRESD Board of Directors. I am both excited and well-prepared to lead the Northwest Region Education Service District in assisting school systems across its four counties to improve student outcomes at scale.