

# Sara Hahn-Huston

14653 SE Poppy Hills Drive | Happy Valley, OR 97086  
503-310-3630 | nksarahahn@gmail.com

## EDUCATION

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**University of Oregon, College of Education, Eugene, OR**

**Degree Awarded 2009**

Doctor of Education: Educational Leadership

Published Dissertation:

Hahn, S. (2009). *Developing the English Language Vocabulary of Native Korean-Speaking Students Through Guided Language Acquisition Design*.

ProQuest LLC, UMI Number: 3377364

**Portland State University, College of Education, Portland, OR**

**Degree Awarded 2002**

Master of Science: Educational Policy, Foundations and Administration

**University of Portland, School of Education, Portland, OR**

**Degree Awarded 1992**

Bachelor of Arts: Education

## PROFESSIONAL LICENSURE / CERTIFICATION

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Oregon Continuing Administrator / Superintendent License

Washington Residency Administrator Certificate

Oregon Standard Teaching License

Association of Christian Schools International (ACSI) Elementary Principal Certification

National Association of School Superintendents (NASS) Equity and Social Justice Certification

National Incident Management Systems (NIMS) Certification

Teachscape Certification

## PROFESSIONAL EXPERIENCE IN K-12 PUBLIC EDUCATION

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### Executive Director of K-12 Schools

**May, 2021 - Present**

**Reynolds School District**, Fairview, Oregon - Cabinet level experience as an executive director serving 10,800 students (70 languages), 16-comprehensive schools, 3-charter schools; 44% Hispanic/Latino, 28% White, 10% Black/African Amer., 7% Asian, 7% Multiracial, 3% Pac. Isl., 1% American Indian/Alaskan Native; 16% Students with Disabilities (SWD), 32% English Learners, 81% Economically Disadvantaged. Cabinet member responsible for four secondary schools, one alternative high school, eleven elementary schools, and three charter schools. Oversight of all administrator instructional leadership development and professional learning, school staffing, programs, budgets, school and department improvement plans, policy/compliance, emergency/safety management, daily school operations, parent/community issues.

- Direct supervision / evaluation of two high school principals, three middle school principals, and eleven elementary school principals

- Leads professional learning for 16 principals, 21 assistant principals and district leadership team focused in areas of developing anti-racist instructional leaders, culturally responsive practices, strengthening PLCs, redefining school equity teams. Partnerships: CEL, OCEE, CEE
- Led alignment process of new District Strategic Plan, Department plan, and SIPs; focus on improved outcomes for marginalized populations
- Ongoing review of district and school disaggregated data with administrators and response planning for goal attainment
- Improved district system alignment to maximize cross-departmental supports for schools
- Created a New Leaders Academy to provide on-going learning, training, mentoring/coaching support to our newest administrators
- Collaboratively designing school opportunities that elevate student and family voice, especially with historically marginalized populations through surveys and empathy interviews
- Highly visible in all 16 schools, intentional site walkthroughs with principals, ongoing coaching, continual monitoring of program implementation

### **Superintendent**

**July, 2019 – June, 2020**

**Hood River County School District**, Hood River, Oregon – 4,000 students in 8-comprehensive schools, 1-High School Options Academy; 55% Economically Disadvantaged, 18% English Learners, 51% White, 46% Hispanic; 506 staff members; \$91M budget; \$57.2M Capital Construction Bond in progress (passed in 2016).

- Supervision / evaluation of seven cabinet members and five elementary principals
- Continual articulation of district vision, mission, values with aligned Board/Supt. goals vertically throughout organization
- Improved labor management relations to be positive, collaborative, productive with mutual respect and improved labor management communication
- Supervised and consistently evaluated instructional program effectiveness to optimize teaching and learning
- Consistent application, expectation, and modeling of a lens on equity and inclusion in all decision-making/planning; started Supt. Equity Advisory Committee; addressed programs/procedures that created inequities, created systems to eliminate language as a barrier to access board meetings
- Monitored and verified bond project progress, needs, and overall operations; opened new school in Sept. 2019; strong, conservative financial stewardship
- Continual monitoring and evaluation of personnel, enrollment, budgets, policy / law adherence, compliance requirements
- Demonstrated collaborative shared leadership, strong teamwork, and strategically empowered others in decision-making
- Highly visible, strategic partnerships with civic leaders, organizations, and higher ed. institutions
- Strong communication, organization, accountability expectations, and Board engagement
- Engaged diverse stakeholders, current on legislative policies, and led planning for the State Student Investment Account Plan
- Led emergency response planning and implementation the first year of the pandemic

### **Executive Director of Secondary Schools**

**July, 2018 – June, 2019**

**Gresham-Barlow School District**, Gresham, Oregon - 11,000 students (53 languages), 1,120 staff members in 18 comprehensive schools, 3 charter schools, 1 Center for Advanced Learning in Career and Technical Education. Co-leader of the District Equity Team; \$300M Capital Construction Bond in progress. Cabinet member responsible for seven secondary schools, two alternative program sites. Oversight of all secondary school operations, staffing, programs, budgets, school improvement plans, safety/security, emergency management; AVID District Director leading nine AVID school sites.

- Direct Supervision / evaluation of three high school principals, one alternative high school program principal, and four middle school principals
- Led professional learning for 8 principals & 10 assistant principals, grounded in research and evidence-based practices, focused on differentiation, culturally responsive teaching, and providing meaningful feedback to teachers for improved learning outcomes
- Co-led the implementation and accountability of High School Success plans with measurable goals and fiscal responsibility
- Ongoing review of disaggregated data including but not limited to academic, behavior, attendance, course failure rate / grades
- Collaboratively developed an integrated plan to increase high school graduation rates, ninth-grade on track, CTE/Career Pathways, transition plans, that included academic / behavioral / SEL supports for the success of all students, MTSS district assessment

- Led the expansion of AVID to the Elementary level at three new school sites and the addition of one new middle school site
- Redesigned alternative program; increase in number of students on-track to graduate, earned credits, reduced behavior incidents

### **Executive Director of Secondary Teaching and Learning**

**July, 2017 – June, 2018**

**Gresham-Barlow School District**, Gresham, Oregon - Cabinet member responsible for the oversight of all secondary curriculum, instruction, assessments; state assessment compliance, secondary program implementation of AP/ IB programs, STEM, CTE. Oversight of ESL K-12 programs, budgets and compliance plans; TAG K-12. Oversight of district and school improvement plans; AVID district director leading five AVID school sites.

- Supervision / evaluation of the Director of ESL, district data analyst, and secondary instructional coaches
- Established / implemented a district-wide teacher led professional learning model aligned to district / school improvement goals, inclusive of research and evidence-based strategies
- Planned transition with the HR team to a professional learning management system through our existing TalentEd services (Thrive)
- Developed and implemented a fiscally responsible plan for purchasing digital curricula & devices as well as implementation support
- Facilitated the transitions to revised state standards, unit plan development, aligned formative assessments
- Monitored course pass rates and credit attainment
- Led the development of the District Comprehensive Health Instruction Plan
- Collaboration Grant implementation for teacher mentors leading Reflective Practices with certificated staff

### **Executive Director of School Performance**

**July, 2015 – June, 2017**

**Gresham-Barlow School District**, Gresham, Oregon - Cabinet member responsible for the oversight of K-12 assessments and performance accountability for all eighteen schools, including state assessment and reporting compliance; district & school improvement plans; oversight of ESL K-12 programs, budgets and compliance plans. Responsible for the oversight of two elementary schools & one K-8 school.

- Supervision / evaluation of the Director of ESL, two elementary principals, one K-8 principal, and the district data analyst
- Led district elementary and secondary assessment teams to develop district common assessments
- Led planning, purchase and implementation of tools for teachers to design valid/reliable standards-based digital formative assessments
- Developed a district-wide balanced assessment model for teachers aligned to the Professional Learning Communities (PLC) framework
- Guided the implementation of a walk-to-language elementary school model for English Learners (EL)
- Facilitated alignment between district & school improvement plans; orchestrated interactive school presentations at Board work sessions
- Established a system for analyzing district data disaggregated by race, economics, diverse populations, for historical review and tracking student growth by cohort
- Provided evaluative and coaching support to principals

### **Principal - K – 8**

**July, 2013 – June, 2015**

**Portland Public Schools**, Portland, Oregon - Lent K-8 / Dual Language Immersion (DLI) – Spanish

Dual Language Spanish Immersion school serving approx. 620 students with 15 languages spoken; 42% Hispanic/Latino, 24% White, 16% Asian, 10% Black/African Amer., 16% Students with Disabilities (SWD), 49% English Learners, Schoolwide Economically Disadvantaged

#### *Major Accomplishments*

- Outperformed all District DLI schools on the STAMP assessment
- Demonstrated success in academic growth and subgroup growth as measured on the ODE school report card
  - Academic growth: Level 4, for 'All Students' in Reading and Math
  - Subgroup growth in Reading: Level 4, for Hispanic/Latino, Asians, White, and Economically Disadvantaged
- Increased number of EL students improving in English language proficiency, exiting ESL
- Established collaborative teacher teams focused on curriculum, instruction, assessment, PLC's
- Established a safe and orderly school environment for staff and students
- Led staff through racial equity professional learning and the C.A.R.E team process
- Award: Oregon Green School: school community garden; partnership with PGE using solar power energy for the school

### **Principal - Elementary**

**July, 2010 – June, 2013**

**Portland Public Schools**, Portland, Oregon - Duniway Elementary K-5

Neighborhood school serving 450 students with 8 languages spoken; 85% White, 7% Multi-racial, 5% Hispanic/Latino, 2% Asian, 10% SWD, 12% Economically Disadvantaged

#### *Major Accomplishments*

- Outperformed 'like-schools' in Oregon in Reading, Math, and all subgroups, with significantly higher percentages of students exceeding when compared to the like-school average
  - Reading: 94% meeting/exceeding (with 67% exceeding compared to 53% exceeding at like-schools)
  - Math: 91% meeting/exceeding (with 65% exceeding compared to 50% exceeding at like-schools)
- Outperformed state average in Reading by 26%, in Math by 32%, in Science by 27%
- Demonstrated success in academic achievement–Level 5; academic growth–Level 4, on the ODE school report card
- Instituted a second language program for students to learn Chinese; grant funded by the PSU Chinese Confucius Institute
- Strategically maximized financial resources to protect enrichment classes
- Instituted professional learning for teachers with a focus on research-based strategies in differentiation
- Established a parent Equity team focused on engaging/celebrating families of diverse backgrounds
- Award: Oregon Green School--sustainability programs and garden education

### **Principal - Elementary**

**July, 2007 – June, 2010**

**Everett Public Schools**, Everett, Washington - Hawthorne Elementary Pre K-5

Neighborhood school serving 540 students with 13 different languages spoken; 44% White, 25% Hispanic/Latino, 9% Asian, 7% Hawaiian/Pac.Is., 7% Black/African Am., 16% SWD, 40% Transitional Bilingual

#### *Major Accomplishments*

- Turnaround School: Successfully led school through significant instructional improvement efforts and NCLB restructuring; implemented effective data team process and accountability
- Increased percentage of students meeting standard in Reading, Math, Writing (gr.4), Science (gr.5) on the WASL
- Model school for GLAD strategy implementation; visited by other districts
- Established partnerships with the Immigrant/Refugee Services and local community college to provide adult English classes to parents at the school during the day and included school volunteer opportunities
- Award: Readiness to Learn (RTL) Grant: Implemented a multi-lingual / multicultural parent-leaders program that resulted in program expansion and increased parent involvement
- Award: Violin donations from Barry Manilow to begin a strings program in partnership with the Everett Symphony

### **Principal - Elementary**

**Dec. 2002 – June, 2007**

**Salem-Keizer Public Schools**, Salem, Oregon - Hallman Elementary K-5 / Bilingual Spanish School

Neighborhood school--transitional bilingual model serving 450 students with 4 different languages spoken; 81% Hispanic/Latino, 14% White, 2% Multi-racial, 2% Native Hawaiian/Pacific Islander, 10% SWD, 78% English Learners, >95% Economically Disadvantaged

#### *Major Accomplishments*

- Led the school to outperform the state in Writing in a two-year period (2003-2005), and increased the percentage of students meeting or exceeding standard in math
- Reading data collected in English and Spanish; increased the number of students demonstrating growth on Reading benchmark measures in both languages, improved English and native-language proficiency for EL students
- Led the implementation of the Federal Reading First Grant; Research-based practices implemented schoolwide
- Led community building efforts that significantly increased Latino parent involvement; established a bilingual parent resource library (English/Spanish) and bilingual adult classes
- Mentored classified staff in the Bilingual Teacher Pathways Program
- Award: Oscar Mayer Corporation-Oregon State Winner, \$10,000 for school music program / instruments

<b>Teacher – Elementary</b> Lent Elementary School, Portland Public Schools, Portland, Oregon	<b>1997 – 2002</b>
<b>Teacher - Middle School – Summer School</b> Binnesmead Middle School, Portland Public Schools, Portland, Oregon	<b>1999 – 2000</b>
<b>Teacher - Elementary</b> Woodstock Elementary School, Portland Public Schools, Portland, Oregon	<b>1994 – 1997</b>
<b>Teacher - Elementary</b> Humboldt Elementary School, Portland Public Schools, Portland, Oregon	<b>1992 – 1994</b>

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## PROFESSIONAL EXPERIENCE IN K-12 PRIVATE CHRISTIAN EDUCATION

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<b>Principal – Elementary Campus</b> Portland Christian Schools, Portland, Oregon – Portland Christian Elementary K-5 Provided instructional leadership and on-site support with the development and implementation of the Hybrid learning plan. Led staff professional development in Equity at the Elementary and Secondary campus.	<b>2020 – April, 2021</b>
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## SELECTED PROFESSIONAL PRESENTATIONS

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### ***School / Department Improvement Plans***

Reynolds S.D School Board Meeting, Quarterly, 2021 - present

### ***A Focus on Student Learning: 2021-22***

Reynolds S.D. School Board Presentation, May 28, 2021

### ***Culturally Responsive Teaching and Practices***

Portland Christian Schools Teacher In-Service Training, October 12, 2020

### ***Living Our Values: Equity, Justice, Inclusion***

Portland Christian Schools Teacher In-Service Training, September 3, 2020

### ***Equity Training for School Board Members***

Co-presenter, Gresham-Barlow S.D., School Board Retreat, February, 2019

### ***AVID Presentation for Superintendents – Panel Member***

COSA/OACOA Superintendents Academy, January, 2019

### ***District K-12 Comprehensive Health Instruction Plan***

Gresham-Barlow S.D. School Board Meeting, July 2, 2018

### ***Middle School Science Curriculum Adoption***

Gresham-Barlow S.D. School Board Meeting, May 24, 2018

### ***Sam Barlow High School Math Statistics Curriculum Adoption***

Gresham-Barlow S.D. School Board Meeting, May 24, 2018

### ***All Inclusive Student Statement***

Gresham-Barlow S.D. School Board Meeting, May 3, 2018

## **SELECTED PROFESSIONAL PRESENTATIONS (CONT)**

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### ***K-12 Health Curriculum***

Gresham-Barlow S.D. School Board Meeting, April 26 & May 3, 2018

### ***Advanced Placement / International Baccalaureate Cost Analysis***

Gresham-Barlow S.D. School Board Meeting, Dec. 7, 2017

### ***Oregon Department of Education School Performance Ratings***

Gresham-Barlow S.D. School Board Meeting, Nov. 30, 2017

### ***Integrated Balanced Assessment Model***

Joint Administrator Meeting, GBSD, Fall, 2017

### ***English Language Learner (ELL) Annual Report***

Gresham-Barlow S.D. School Board Meeting, Sept. 28, 2017

### ***Culturally Responsive Practices***

Joint Administrator Meeting, GBSD, May, 2017

### ***District Educational Equity Policy Implementation Update***

Gresham-Barlow S.D. School Board Meeting, May 4, 2017

### ***Panelist for Aspiring Administrator Cohort***

University of Portland, School of Education, Spring, 2017

### ***School Improvement Plan Presentation / Fair***

Gresham-Barlow S.D. School Board Meeting, Feb. 9, 2017

### ***Formative Assessment and Student Learning***

District Advisory Council, Gresham-Barlow S.D. Nov., 2016

### ***Professional Learning Teams***

Joint Administrator Meetings, GBSD, 2016-2017

### ***Executive Projects: Equitable Outcomes***

Gresham-Barlow S.D. School Board Meeting, Aug. 19, 2016

### ***School Improvement Plan (SIP) Presentation / Fair***

Gresham-Barlow S.D. School Board Meeting, Oct. 29, 2015

### ***SBAC Results / Implications for Future Testing***

District Advisory Council, Gresham-Barlow S.D., Oct. 22, 2015

### ***Supporting English Language Learners***

District Principal Meeting, Portland Public Schools, 2014

### ***Presentation to Aspiring Administrators***

Portland Public Schools Aspiring Administrator Cohort, 2012

## SCHOOL OF EDUCATION DISSERTATION COMMITTEE

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Robb, B. (2016). Dissertation committee member, University of Portland. *A Paradigm Shift in Classroom Learning Practices to Propose Methods Aligned with a Neuroeducation Conceptual Framework*.

## PROFESSIONAL SERVICE

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<b>District Delegate</b> , Troutdale Public Safety & Equity Advisory Committee	2021-present
<b>District Delegate</b> , Multnomah Youth Commission Education Committee	2021-present
<b>District Member</b> , Intensive Coaching Stewarding Body, ODE	2021 – present
<b>District Member</b> , Budget Committee RSD	2021 - present
<b>Council Member</b> , Superintendent’s Council Columbia Gorge ESD	2019-2020
<b>Council Member</b> , Latinx Advisory Council Columbia Gorge Community College	2019-2020
<b>Participant</b> , Leading Ed Solutions – Leadership Network	2019-2020
<b>Council Member</b> , Oregon ACT State Council	2017- 2018
<b>Committee Member</b> , All Hands Raised Discipline Equity Team	2018 – 2020
<b>District Member</b> , Budget Committee GBSD	2016 - 2019
<b>District Delegate</b> , ODE Regional Teacher of the Year MESD Selection Committee	2017 – 2018
<b>District Delegate</b> , All Hands Raised CTE Partners: International Carpenters Training Center	2018
<b>Committee Member</b> , East Metro STEAM Partnership (EMSP), Education Committee	2017- 2018
<b>Member</b> , Collective Bargaining Planning Team-Gresham-Barlow School District	2016 – 2018
<b>Committee Member</b> , MESD Curriculum, Instruction, Assessment	2017- 2018
<b>Committee Member</b> , Oregon Leadership Network, Executive Committee	2017-2018
<b>Committee Member</b> , MESD Region One Assessment Committee	2015- 2017
<b>Committee Member</b> , District Hiring Process Review Committee, GBSD	2016
<b>Member</b> , District Dual Language Immersion Program Expansion Planning Team, PPS	2011- 2013
<b>Member</b> , District Equity Policy Development Team, PPS	2012- 2013
<b>Committee Member</b> , District Advisory Committee for Professional Learning, PPS	2010- 2012
<b>Mentor</b> , Mock Interviews with Aspiring Administrators, University of Portland	2014 - 2016
<b>Mentor</b> , Aspiring, Probationary and Contract Administrators	2006 – present

## PROFESSIONAL AFFILIATIONS

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**Member**, Coalition of Oregon School Administrators (COSA)  
**Member**, Oregon Association of Central Office Administrators (OACOA)  
**Member**, American Association of School Administrators (AASA)

## SELECTED PROFESSIONAL LEARNING EXPERIENCES

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<b>Student-Centered Coaching</b> Diane Sweeney-presenting to RSD principals and coaches	<b>2022 – present</b>
<b>School Board Governance Model</b> Jacinto Ramos-presenting to RSD Board & Cabinet members	<b>2021-2022</b>
<b>Franklin Covey Training for District Leaders</b> Marty Schaefer-presenting to RSD Cabinet members	<b>2021-2022</b>
<b>Professional Learning Communities</b> Solution Tree –presenting to RSD District Leadership Team	<b>Aug., 2022</b>
<b>Instructional Leadership Academy – Supporting Teacher Learning</b> U of W Center for Educational Leadership	<b>2021 - 2022</b>
<b>Anti-racism and Universal Design for Learning (UDL)</b> Andrathesha Fitzgerald Keynote-presenting to RSD staff	<b>Sept., 2021</b>
<b>Equity in Action</b> Robin D'Angelo Keynote-presenting to RSD District Leaders	<b>Aug., 2021</b>
<b>New Superintendent Academy</b> Oregon Association of School Executives (OASE)	<b>2019-2020</b>
<b>Dare to Lead, Superintendent Retreat</b> Oregon Association of School Executives (OASE)	<b>July, 2019</b>
<b>Student Threat Assessment &amp; Management</b> John Van Dreal Consulting in coordination with PACE	<b>Nov., 2019</b>
<b>Oregon School Board Association Annual Conference</b> Oregon School Board Association (OSBA)	<b>Nov., 2019</b>
<b>Oregon School Law Conference</b> Confederation of Oregon School Administrators (COSA)	<b>Dec., 2019</b>
<b>National Association of School Superintendents Equity &amp; Social Justice Program</b> National Association of School Superintendents (NASS)	<b>2017-2019</b>
<b>Women in Educational Leadership Conference</b> Harvard Graduate School of Education	<b>Oct., 2018</b>
<b>The Teacher Clarity Playbook</b> Doug Fisher-Gresham-Barlow S.D.	<b>2018 - 2019</b>
<b>Equity Professional Learning</b> Oregon Center for Educational Equity (OCEE)	<b>2016 - 2019</b>
<b>AVID District Leadership</b> AVID Professional Learning	<b>2016-2018</b>
<b>Fall Summit for ACT State Organizations Leadership</b> ACT State Organization	<b>Nov., 2017</b>
<b>Data Analysis for Continuous School Improvement</b> Victoria Bernhardt	<b>Aug., 2017</b>
<b>OSBA Supt/Board Roles &amp; Responsibilities</b> Oregon School Boards Association (OSBA) Steve Kelly	<b>Aug., 2017</b>
<b>Learning and Leading. . .Moving Oregon Forward</b> OACOA Winter Conference	<b>Jan., 2017</b>
<b>Leading for Learning – Principal Supervisors</b> U of W Center for Educational Leadership	<b>2015 - 2017</b>
<b>Professional Learning Communities</b> Janel Keating, Solution Tree	<b>2015 - 2017</b>
<b>Instructional Rounds</b> Marsha Moyer-Gresham-Barlow S.D.	<b>2015 - 2016</b>
<b>Gain Momentum with Forward-Thinking Strategies</b> Advanced Leadership Institute- The BERG Group	<b>June, 2015</b>
<b>Courageous Conversations About Race</b> Pacific Educational Group, Portland Public Schools	<b>2012 - 2015</b>



**Sound Grading Practices & Proficiency-Based Reporting****2014**

Pearson – Assessment Training Institute

**Turning Around Low-Performing Schools: A Forum for Northwest Region Leaders****April, 2009**

Northwest Regional Educational Laboratory (NWREL)

**LEADERSHIP AND SERVICE IN MINISTRY**

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**Global Church Ministry**

**REAH International** – REAH International exists to empower and equip Christians, and encourage unity within the Body of Christ as we engage with the people of the DPRK (North Korea).

- **Volunteer** – REAH International, Missions Organization focused on North Korea, 2006 – Present
- **Volunteer** - Mission Connexion REAH International booth, Portland, OR, January, 2022
- **Planning Team** – Portland Empower Conference, July 2022
- **Prayer Team** – REAH Portland City Prayer Team for North Korea, 2015 - 2018
- **Co-Leader** – Seattle Empower Conference, September, 2010
- **Participant** – South Korea Empower Conference, June, 2008
- **Participant** – Chicago Empower Conference, 2007
- **Participant** – Love NK Conference, Los Angeles, CA, January, 2006

**OMF International** – OMF is called to share the hope of Christ and to engage the U.S. church in reaching East Asians around the globe.

- **Missions:** Short-term mission trip team member to Tumen, China to teach English / Taekwondo at an orphanage school on the border of China and North Korea. Visited professors at Yambien University of Science and Technology (Yanji, China) and C.R.A.M (Christ Reaching Asia Ministries) orphanage/bread factory/school; July, 2007

**Local Church Ministry**

**New Hope Community Church** – Portland, Oregon

- **Volunteer Coordinator** - Justice Team Ministry, Global Missions Partner Lead, 2018 – Present
- **Planning Team** - Justice Ministry Fair, 2018 - Present
- **Participant** – Family Life Group, 2018 – Present
- **Prayer Event Coordinator** - Prayer for the Persecuted Church, 2022
- **Leader** – Refugee Care Collective church donation event, 2015-2016
- **Volunteer** - Grief and Loss Ministry, 2014 - 2016
- **Speaker** – Women’s Ministry W.O.W, 2015
- **Participant** – Leader and Volunteer Training Event, August, 2014

**Abundant Life Church** – Happy Valley, Oregon

- **Leader** – Couples Life Group, 2016-18

## **Village Church – Beaverton, Oregon**

- **Partnership** – Global Missions, 2005 - Present
- **Participant** – Asian-American Fellowship (AAF) and Life Group, 2005 – 2013
- **Presenter/Trainer** – Village University Teacher Leader Training for ESL ministry, January, 2012
- **Prayer Event Coordinator** - Prayer for the Persecuted Church in North Korea, 2005

## **SPECIAL SKILLS**

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### **Multi-lingual**

- Spanish: Four years of formal training with experience speaking the language, reading and writing (not fluent)
- Korean: Read / speak (beginning level) with experience of being immersed in culture/language through missions in South Korea/NE China

### **Music**

- Flute / Piccolo: Over forty years of experience
- Guitar: Acoustic-Beginning

### **Athletics**

- Taekwondo: Black belt, First degree. Kukkiwon Dan certification #05239007
- Track: Varsity Track and Field, University of Portland, NCAA Division I