

CINDY A. EASTON, EdD

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ACADEMIC PROFILE

Strategic educational leader with an EdD in Educational Leadership from George Fox University and extensive experience teaching, supervising, coaching, and leading educators in public, independent, and international schools. Proven ability to launch and lead schools, develop high-performing educators, implement rigorous curriculum and assessment systems, manage complex operations, and cultivate collaborative, inclusive school communities focused on student success.

Expertise in elementary literacy, curriculum and assessment, professional learning, multilingual education, and faith-integrated instruction. Experienced in designing and facilitating face-to-face, virtual, and asynchronous learning and supporting educators through observation, feedback, reflective practice, and continuous improvement.

AREAS OF ACADEMIC AND PROFESSIONAL EXPERTISE

- Elementary Literacy and Science of Reading
- Curriculum, Instruction, and Assessment
- Common Ground Collaborative
- Teacher Education and Clinical Supervision
- Multilingual and Culturally Responsive Education
- Elementary Mathematics, Science, and Social Studies Curriculum Implementation
- Online, Hybrid, and Asynchronous Professional Learning
- Faith Integration and Christian Education
- Program Evaluation and Continuous Improvement

EDUCATION

George Fox University, Newberg, Oregon Doctor of Education in Educational Leadership <i>Dissertation: Equipping African Church Planters for Evangelism and Discipleship: An Evaluation of an Oral Bible Storying Training (April 2025)</i> <i>Research focus: Program evaluation using the Kirkpatrick Four-Level Evaluation Framework, applied to an oral Bible-storying training-of-trainers initiative for Petros Network</i>	2025
University of Portland, Portland, Oregon Initial School Administrator Program	2003
Pacific University, Forest Grove, Oregon Master of Arts in Teaching	1996
University of Oregon, Eugene, Oregon Bachelor of Science	1988

LICENSURE AND ENDORSEMENTS

- Oregon Teaching License — Elementary Multiple Subjects; Early Childhood — Active, expires April 2030
- Oregon Administrator License — Active, expires April 2028

HIGHER EDUCATION CLINICAL SUPERVISION

Adjunct Supervisor <i>Warner Pacific University — Portland, Oregon</i>	2024–2025
• Supervised a teacher candidate completing clinical practice in a Head Start setting serving children and families from economically underserved communities. • Conducted pre-observation conferences, formal classroom observations, and post-observation conferences and provided evidence-based written and verbal feedback. • Supported the teacher candidate's growth in lesson planning, developmentally appropriate instruction, classroom management, assessment, reflection, and professional responsibilities.	

- Collaborated with the cooperating classroom teacher and university faculty to monitor progress, align expectations, and support successful completion of clinical-practice requirements.

EDUCATIONAL LEADERSHIP AND K–12 TEACHING EXPERIENCE

Founding Head of Lower Campus

2025–2026

Valor Preparatory — Seoul, South Korea

- Spearheaded the successful launch of a new Pre-K–Grade 6 campus, providing strategic leadership across academics, operations, staffing, and community engagement.
- Served as the primary academic and organizational leader, balancing visionary leadership with hands-on execution during the school's founding phase
- Provided instructional leadership in elementary literacy, mathematics, assessment, and multilingual learning for the newly launched campus.
- Managed school operations, budgeting, compliance, and strategic planning while overseeing day-to-day campus functions; supported marketing efforts, including the development of campaign themes.
- Selected and directed implementation of Bookworms, Logic of English, Eureka Math, Mystery Science, and the Friendlyzy social-emotional learning program, integrated with the Common Ground Collaborative (CGC) framework and school-designed social studies and science modules.
- Led instructional design and professional learning through the CGC framework, ensuring concept-based, competency-driven, character-focused instruction responsive to diverse and multilingual (WIDA-supported) learners.
- Planned and led beginning-of-year and mid-year professional development aligned to the school's curriculum, including in-person CGC training coordinated with founder Kevin Bartlett and ongoing collaboration with him throughout the year.
- Authored the Staff Handbook and Parent-Teacher Handbook and designed a standards-based report card aligned to the CGC and WIDA frameworks.
- Established foundational school policies, safety procedures, and operational forms, including the Tiered Behavior Policy, Child Protection Policy, Technology Policy, and Illness Policy.
- Developed a custom AI tool (GPT) to support teachers in generating CGC-aligned lesson modules, extending instructional technology capacity for curriculum planning.
- Created an aligned assessment system that uses MAP Growth, WIDA, Logic of English, and classroom formative assessments to monitor student progress, guide instructional decisions, and support continuous school improvement.
- Coached and evaluated teaching staff through observation, feedback, and reflective practice.
- Integrated Christian faith across curriculum, instruction, and campus culture.
- Shaped school design, including classroom layout and materials selection, to support best-practice instruction.

Director of Education and Development

2022–2025

Petros Network — Portland, Oregon

- Directed organizational learning, instructional program development, and leadership training for staff and international partners, including a training-of-trainers program in oral Bible storying.
- Designed and delivered an online microlearning initial-training program using the Gnowbe platform, extending asynchronous professional learning to international partners.
- Conducted a program evaluation of the oral Bible-storying training using the Kirkpatrick Four-Level Evaluation Framework (EdD dissertation research), directly informing revisions to the training-of-trainers program.
- Defined policies and procedures for curriculum and instructional programs and evaluated program and instructional effectiveness against adopted outcomes.
- Supported partnership development, grant acquisition, and communications and marketing, including campaign themes and content.

Director/Principal

2019–2022

Hilltop Early Learning Academy — Portland, Oregon

- Led an early childhood school (Pre-K–Kindergarten), overseeing curriculum selection and implementation, teacher training, coaching, and evaluation.
- Supervised, coached, and evaluated instructional staff.
- Managed hiring, budget, and operations; rebranded the school and grew enrollment, including sustaining operations through Covid-19 with expanded summer and after-school programming.

Educational Trainer and Consultant**2018–2019***International Schools — South Korea and Vietnam*

- Designed and delivered teacher training for two international schools, online and in-person.
- Trained teachers and admissions staff, conducted teacher evaluations, and supported the Head of School with program development and operations materials.

Upper Elementary Classroom Teacher**2016–2018***Portland Public Schools — Portland, Oregon*

- Taught a diverse group of students using the district-adopted curriculum and a gradual-release-of-responsibility workshop model.
- Enriched curriculum with culturally responsive instruction connected to students' diverse cultures and backgrounds.
- Participated in Professional Learning Communities to analyze student data and strengthen instruction; collaborated across grade-level teams.

Shanghai American School**2006–2014***Shanghai, China***Director of Development and Centennial Coordinator****2011–2014**

- Directed institutional advancement, alumni relations, annual giving, community engagement, and the school's centennial initiative.
- Developed a five-year advancement plan and collaborated with administrators, faculty, board members, families, alumni, and community partners.
- Designed presentations, publications, events, and communications for diverse international audiences.

Upper Elementary Classroom Teacher and Grade-Level Leader**2007–2011**

- Taught Grade 4 using standards-based, inquiry-oriented, interdisciplinary instruction in literacy, mathematics, science, and social studies.
- Implemented Teachers College Reading and Writing Workshop, Everyday Math, and FOSS Science.
- Served on the Literacy Committee, helping create and implement the school's five-year literacy plan through Reading and Writing Workshop.
- Served on the School-wide Assessment Committee, contributing to development of the school's assessment philosophy.
- Led grade-level collaboration, mentored new teachers, and contributed to curriculum, literacy, assessment, and elementary leadership initiatives.

Elementary Physical Education Teacher**2006–2007**

- Designed and taught standards-aligned elementary physical education emphasizing student engagement, wellness, movement, and connections between fitness and learning.

*Selected Institutional Service (Shanghai American School): Faculty Council; Elementary Leadership Committee; New Teacher Mentor Committee; New Teacher Onboarding; Assessment Task Force; Critical Friends; Board Advancement Committee.***Classroom Teacher/Activities Director****1998–2006***H.B. Lee Middle School, Reynolds School District — Portland, Oregon*

- Taught literacy, leadership, drama, health, and physical education.
- Developed schoolwide service-learning initiatives and student leadership programs.
- Coordinated assemblies, orientation, fundraising, and extracurricular programming as Activities Director.
- Received an Oregon Department of Education grant supporting student health initiatives.

Curriculum Trainer**2005–2006***Oregon Department of Education — Salem, Oregon*

- Conducted health education curriculum, standards, and assessment training for school districts, education service districts, and individual schools.

Additional Teaching and Curriculum Roles

- Classroom Teacher, multi-age blended Grade 3/4/5 — Margaret Scott Elementary

- Assistant Director of Development, College of Arts and Sciences — University of Oregon
- Marketing and Sesquicentennial Celebration Coordinator — End of the Oregon Trail Celebration
- Community Director — March of Dimes

SELECTED PROFESSIONAL SERVICE

• Board Trustee, NW Academy • Faculty Council, Shanghai American School • Elementary Leadership Committee, Shanghai American School • New Teacher Mentor Committee, Shanghai American School • Assessment Task Force, Shanghai American School • Literacy Committee, Shanghai American School • Leadership Team, Reynolds School District • Healthy Kids Learn Better Committee Chair, Reynolds School District • Advisory Council Member, University of Oregon College of Arts & Sciences • Advisory Council Member, Pacific University College of Education • Committee Member, CASE APAC Schools Conference • Steering & Development Committee Member, Converge45

SELECTED EDUCATIONAL RESOURCES

Easton, C. A. (2025). Reimagining learning: Pioneering a new kind of educational experience [Unpublished professional booklet]. Valor International Scholars–Valor Prep Seoul. With contributions from Kevin Bartlett.

Easton, C. A. (2025). Anbesa and the growling lion [Unpublished children's book]. Valor Prep Seoul. Developed with an accompanying curriculum addressing childhood hunger in Africa.

PROFESSIONAL CREDENTIALS AND CONTINUING EDUCATION

- Executive Certificate in Change Leadership — Cornell University, 2013