

June 9, 2016

Travis Rawlings  
[REDACTED]  
[REDACTED]

Mr. Richard Stowell  
860 East 9085 South  
Sandy, UT 84094

Dear Mr. Stowell

I am writing this letter to formally submit my application for the Superintendent of Schools position at Wasatch County School District. As requested in the position announcement, I have included my philosophy of education, administration and management, and my reasons for interest in the position. All other application information is enclosed on separate documents.

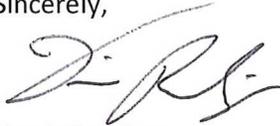
I believe that the purpose of the public education system is to provide the structure and supports necessary for all students, regardless of ability, ethnicity, or socioeconomic status, to become happy, well-rounded, productive members of our local and world community. From my experience as a classroom mathematics teacher working with students with disabilities I learned that every student can thrive with the right supports in place. The work of public education takes place in the classroom. Few things in a school can have a greater impact on students than the decisions and attitude of the classroom teacher. From my work at the Utah State Office of Education I have learned that policies can either support or undermine this work. The difficulty is that individuals do not always agree on what does and does not support student learning. I believe it is the work of administration to bring stakeholders together to create the policy structures and supports necessary to allow teachers to teach effectively and continuously improve their craft. An effective education system must be engaged with parents, local civic leaders, local business leaders and the higher education community. These partnerships fuel the growth of the local community as each group feeds off the product of the others. Finally, just as the teacher must be the lead learner in the classroom, the principal must be the lead learner of the school, and the superintendent must be the lead learner of the district. As we continually strive to improve our skills as educators, we not only improve student learning but also provide a vital role model for students that are preparing for the next stage in their life.

In terms of management, I believe that the first step is identifying and hiring high quality employees. Regardless of the type of position, we need individuals that are knowledgeable and insightful in their field, who are able to adapt to changing conditions, and who continually look to improve their skills, be they teacher, school psychologist, computer technician, or school secretary. The second step is truly knowing those individuals. By knowing the individual's strengths and weaknesses a manager can more strategically assign duties and responsibilities to that individual. The final step is creating an environment that allows those individuals to thrive. Employees must be held accountable for their work, but must also be provided with the tools and resources necessary to accomplish that work. It is

important that employees have an opportunity to provide input on decisions and policies, but ultimately the decision must be made by the manager; a ship with more than one captain is almost always directionless.

I am interested in this position as the next step in my career in education. I have worked as a classroom teacher and was amazed at the impact I was able to have with my students. At the Utah State Office of Education I have seen how policies and programs can impact students, but I have been frustrated by how many of the most promising innovations either cannot gain statewide political support or, for one reason or another, simply can't be implemented at the state level. I am anxious to bring my knowledge and expertise of education, Utah law, and politics to bear at a more granular level within a school district. My hope is that Wasatch School District will become an example to other districts as to how laws and policies can be effectively implemented in a way that always puts students and student learning as the highest priority.

Sincerely,

A handwritten signature in black ink, appearing to read 'T. Rawlings', with a stylized flourish at the end.

Travis Rawlings

## SUPERINTENDENT APPLICATION WASATCH COUNTY SCHOOL DISTRICT

### A. PERSONAL INFORMATION

Date 6/6/2016

Full Name Travis Del Rawlings

Present Address [REDACTED]

City [REDACTED] State [REDACTED] Zip [REDACTED]

Telephone Number [REDACTED] e-mail address [REDACTED]

Present Position Educator Licensing Coordinator at the Utah State Office of Education

### B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
Utah State University	Logan, Utah	M.Ed.	Educational Leadership		
Utah State University	Logan, Utah	B.S.	Mathematics Education	Chemistry Teaching	Cum Laude
College of Eastern Utah	Price, Utah	A.S.	Mathematics		High Honors

### C. PROFESSIONAL EXPERIENCE

Employment History (including administrative assignments, financial management and/or technology assignments and educational leadership):

Employer (including address and supervisor)	Major Responsibilities and Accomplishments	Dates
Utah State Office of Education	see resume; Responsible for implementation of all statutes and rules concerning educator licensing;	Sept 2006-Present
250 South 500 East SLC, UT; Supervisor: Diana Suddreth	creation and implementation of Educator Preparation Program Approval rules (R277-502,504,505)	
Tooele School District	Taught all levels of mathematics in 7th and 8th grade	Sept 1998-Sept 2006
92 Lodestone Way, Tooele, UT; Supervisor: Kendall Topham		



**F. LICENSE INFORMATION**

Check the licenses you now hold:

- Elementary       Administration       Librarian       Communication Disorders
- Secondary       Counselor       Reading Specialist       Special Education
- Early Childhood       Career and Technical Education       School Social Worker
- School Psychologist       Other \_\_\_\_\_

(List additional information under Section D)

Type of License	Effective Dates	State of Issue	Additional Description
Level 2	6/9/2012-6/30/2017	Utah	Endorsements in Math 4,
			Chemistry,
			Business Information Technology

**G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT**

Name	Address and Telephone Number	Position or Occupation
Sydnee Dickson	[REDACTED]	Interim Utah State Superintendent of Public Instruction
Aaron Popham	[REDACTED]	Educator Preparation Program Director; BYU
Terry Owens	[REDACTED]	Client Relations Director - Western Region; Educational Testing Services

**H. LIST RELATIVES NOW EMPLOYED IN THE WASATCH COUNTY SCHOOL DISTRICT**

Name	Relationship	Where Employed

**I. PLEASE INITIAL YOUR RESPONSE TO EACH OF THE FOLLOWING:**

- Yes  No  1. Have you ever been charged with or convicted of a felony or crime of moral turpitude?  
Please explain using a separate sheet.
- Yes  No  2. Are you a U.S. Citizen?
- Yes  No  3. If you are not a U.S. Citizen, have you received INS Authorization to work in the United States?

**J. PREVIOUS PERFORMANCE INFORMATION**

1.) Indicate the circumstance, if any, where you were formally disciplined for behavior or performance on the job.

None

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2.) Have you ever been dismissed from employment? If so, describe circumstances and identify employer:

No

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3.) Have you ever left an employer to avoid disciplinary measures? If so describe circumstances and identify employer:

No

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4.) Have you ever been charged with misconduct by another employee or employer for which an investigation substantiated the charge? If so describe circumstances and indicate employer.

No

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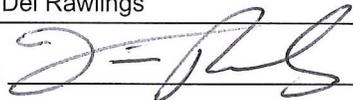
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I certify that answers given herein are true and complete to the best of my knowledge. In the event of employment, I understand that false or misleading information given may result in discharge.

Print Full Legal Name: Travis Del Rawlings

SIGNATURE OF APPLICANT:



Date

6/10/2016

Please return this form and all Application materials by 5 P.M., June 10, 2016 to:

Mr. Richard Stowell  
860 East 9085 South  
Sandy, UT 84094

Wasatch Superintendent Application – Section E

1 - When I first took over as Educator Licensing Coordinator at the Utah State Office of Education I was charged with changing the work schedule of all staff to better ensure coverage until 5 pm. While I typically prefer to get employee input before policy changes, I recognized that in this particular case such input would simply turn into a situation where employees would channel frustration into the conversation that would not be helpful and may start turning against each other further deteriorating the situation. To this end, I explained the reasoning for the decision and the new schedules for each employee at the end of a staff meeting and indicated that any that were concerned could meet with me privately. I had arranged my schedule to ensure that I was in the office the rest of the week following the meeting. This allowed me to monitor compliance and to provide more immediate support on other issues for staff. While some needed space and time to adjust to the change, others needed more direct support to offset their frustrations with the policy. This is where my previous years working in the section and knowledge of the various employees became invaluable. I was able to provide the individual employees with the supports he or she needed to accept the new policy and continue to be effective in his or her position. I did have to have an individual meeting with one employee that was not complying with the new schedule, but fortunately after reiterating the reasons and that the change was not optional, she came into compliance. I also believe that this helped the rest of the staff adjust as they knew the rules were being enforced for all of the team.

2 – Technology has numerous roles in a school district. The use of technology outside of the classroom is primarily to increase the efficiency and safety of district operations. Whether this is as simple as assisting communication, through email, letter mail merges, or robo-calls or as complicated as bus routing and school energy use monitoring to improve fuel efficiency, the point is to lower incidental costs and increase employee productivity. In this way, cost-benefit analyses and ongoing usage data monitoring are essential to identifying what is and is not working. A superintendent must balance the cost of technology with the potential increase in operations efficiency and student safety. Each tool in question must be analyzed periodically to ensure its value still outweighs the cost.

Inside the classroom, the purpose of technology is to support and meaningfully supplement the learning of students. This typically boils down to the skills and knowledge of the classroom teacher. A smart board and projector in the hands of an untrained teacher is simply an expensive white board. While a classroom tablet set in the hands of a well-trained teacher can drastically improve that teacher's ability to collect formative assessment information and adapt lessons on the fly and recording equipment can allow a teacher to flip the classroom. It is essential that any new technology be accompanied with meaningful, job-embedded professional development for teachers to utilize that technology; this is where a strong partnership with higher education is invaluable. No one can monitor the effectiveness of technology more effectively than the building principal. This is why it is essential that the school principal be well versed with the potential and most effective uses of technology in instruction. As the lead learner in the school, the principal is ideally placed to monitor and support teacher utilization of technology.