

**SUPERINTENDENT APPLICATION
WASATCH COUNTY SCHOOL DISTRICT**

A. PERSONAL INFORMATION

Date 6-2-16

Full Name Douglas Shane erickson

Present Address [REDACTED]

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

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

Present Position Superintendent

B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
SUU	Cedar	BS	Psychology	Sports Mgr	
University of Phoenix	Provo	MA	Ed Counsel		
SUU	Cedar	MA	Educational		

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
Superintendent	Oversee and lead a district. Title Director	June 2012 to Present
District Director counseling and	Directed the Adult Ed and Counseling	June 2011 to June 2012
Counselor/Vice Principal	Facilitated administrative duties at	August 2005 to June 2011
High School/Elementary Counselor	Provided group and individual counseling	1997-2005
Interim Principal/Counselor	Counseling/Administrative functions	2001

Other Professional Experience:

Wasatch County School District welcomes candidates without traditional K-12 educational experience. Please explain your training, background and qualifications.

Fire Board Chair -beaver City Council

Airport Chair-Beaver city Council

Golf Course Chair-Beaver City Council

Military medic and platoon leader

D. ADDITIONAL INFORMATION:

List any additional qualifications or experiences that prepare you for this position such as foreign language, business management, financial management, special education, vocational education, information technology, etc.

Helped monitor finances for Beaver City-City Council

Helped coordinate vocational career pathways

E. ON A SEPARATE PAGE, ANSWER THE FOLLOWING QUESTIONS. PLEASE LIMIT YOUR RESPONSE TO ONE PAGE OR LESS.

1. Describe a time when you had to implement or enforce an unpopular policy or organizational change. Describe what strategies you used to maintain morale. What were the results of the change on the organization?
2. What is the role of technology in a public school district and how would you measure its effectiveness?

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
Counseling k-12	June 2019 Expiration	Utah	
Administrative k-12	June 2019 Expiration	Utah	

G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
Joyce Sudweeks	██████████	██████████
Tami Pyer	██████████	██████████
Burke Torgerson	██████████	██████████

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?

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

N/A

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

NO

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

No

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

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: Douglas Shane Erickson

SIGNATURE OF APPLICANT: *Douglas Shane Erickson* Date 6-3-2016

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



SOUTHERN UTAH UNIVERSITY
CEDAR CITY, UTAH 84720

NAME: Douglas Shane Erickson
STUDENT NUMBER: [REDACTED] BIRTH: [REDACTED]

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS	COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS		
-----Winter Quarter 1990-----					-----Winter Quarter 1991-----						
MILS-280	ADV PHYSICAL TRAINING	B+	0.50	1.65	PE -162	PRECISION MARCHING	A	2.00	8.00		
MILS-321	ORGNZTNL LEADERSHIP II	B	4.00	12.00	PE -307	EXERCISE PHYSIOLOGY	B	3.00	9.00		
MILS-350	ADV LEADERSHIP LAB	A	0.50	2.00	PE -330	MTHDS COACHNG GYMNSTCS	B+	3.00	9.90		
PE -127	WEIGHT TRAINING * A	A	1.00	4.00	PSY -300	EXPMNTL ANLYS HUMAN BH	B	3.00	9.00		
PE -156	INTERM SWIMMING * A	B+	1.00	3.30	PSY -300	EXP ANLYS HUM BHVR LAB	A-	1.00	3.70		
PE -308	ATHLTC TRNG/SPTS MEDCN	B	3.00	9.00	PSY -431	ABNORMAL PSYCHOLOGY	B+	5.00	16.50		
POSC-332	AM FRGN PLCY 1946-1973	B	3.00	9.00							
Current	AHRS 13.00	EHRS 13.00	QHRS 13.00	QPTS 40.95	GPA 3.150	Current	AHRS 17.00	EHRS 17.00	QHRS 17.00	QPTS 56.10	GPA 3.300
Cumulative	AHRS 107.00	EHRS 97.00	QHRS 98.00	QPTS 265.95	GPA 2.714	Cumulative	AHRS 154.00	EHRS 139.00	QHRS 145.00	QPTS 391.95	GPA 2.703
-----Spring Quarter 1990-----					-----Spring Quarter 1991-----						
GEOL-101	INTRO TO GEOLOGY * P	B	4.00	12.00	PE -306	KINESIOLOGY	B+	3.00	9.90		
HU -101	INTRO HUMANITIES * H	B-	4.00	10.80	PSY -381	DYNMCS GRP DEVELOPMENT	A	3.00	12.00		
MATH-101	INTERM ALGEBRA * C	D	4.00	4.00	PSY -434	INTRO TO PSYCHOTHERAPY	B	5.00	15.00		
MILS-280	ADV PHYSICAL TRAINING	F	(0.50)		PSY -480	PSYCHOLOGY PRACTICUM	A-	3.00	11.10		
MILS-322	ORGNZTNL LEADERSHP III	F	(4.00)								
MILS-350	ADV LEADERSHIP LAB	F	(0.50)								
Internal Transfer					Current						
Current	AHRS 17.00	EHRS 12.00	QHRS 17.00	QPTS 26.80	GPA 1.576	Current	AHRS 14.00	EHRS 14.00	QHRS 14.00	QPTS 48.00	GPA 3.429
Cumulative	AHRS 124.00	EHRS 109.00	QHRS 115.00	QPTS 292.75	GPA 2.546	Cumulative	AHRS 168.00	EHRS 153.00	QHRS 159.00	QPTS 439.95	GPA 2.767
-----Fall Quarter 1990-----					-----Fall Quarter 1991-----						
Transferred To: SCIENCE PRE DEGREE Major: PRE-PHYSICAL THERAPY Minor: PSYCHOLOGY					Dean's List Internal Transfer						
PE -162	PRECISION MARCHING	A	2.00	8.00	GERM-101	ELEM GERMAN I * H	B+	5.00	16.50		
PSY -201	ADV GENERAL PSYCHOLOGY	B+	3.00	9.90	PE -162	CHEER & YELL LEADING	A	2.00	8.00		
PSY -321	CHILD PSYCHOLOGY	B	3.00	9.00	PE -455	PHYS EDUC PRACTICUM	P	3.00			
PSY -451	PHYSIOLOGICAL PSY	B+	4.00	13.20	PSY -323	HUMAN LEARNNG/THINKNG	A	3.00	12.00		
PSY -451	PHYSIOLOGICAL PSY LAB	B	1.00	3.00	PSY -370	CRRNT PERSONALITY THRY	A	5.00	20.00		
Current	AHRS 13.00	EHRS 13.00	QHRS 13.00	QPTS 43.10	GPA 3.315	Current	AHRS 18.00	EHRS 18.00	QHRS 15.00	QPTS 56.50	GPA 3.767
Cumulative	AHRS 137.00	EHRS 122.00	QHRS 128.00	QPTS 335.85	GPA 2.624	Cumulative	AHRS 186.00	EHRS 171.00	QHRS 174.00	QPTS 496.45	GPA 2.853
NO FURTHER ENTRIES THIS COLUMN					NO FURTHER ENTRIES THIS COLUMN						



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Maxine Stolk, University Registrar

Date: 04-15-05

Issued to student

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NAME Douglas Shane Erickson
STUDENT NUMBER [REDACTED] BIRTH [REDACTED]



SOUTHERN UTAH UNIVERSITY
CEDAR CITY, UTAH 84720

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS	COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS
Official Undergraduate Academic Record					-----Winter Quarter 1989-----				
Degrees Awarded: BACHELOR OF SCIENCE Jun 6, 1992 ARTS AND LETTERS Major: PSYCHOLOGY Minor: PHYSICAL EDUCATION Rank: 463 of 585 Cum GPA: 2.760					ENGL-101 INTRO COMPOSITION * C B- 4.00 10.80 MILS-120 INTRO LEADERSHIP I A 2.00 8.00 MILS-121 INTRO LEADERSHIP II B 2.00 6.00 PE -101 FITNESS FOR LIFE * A A- 3.00 11.10 PE -486 METHODS IN WRESTLING A 3.00 12.00				
-----Fall Quarter 1987-----					Current Ahrs Ehrs Qhrs Qpts Gpa Cumulative 63.00 53.00 14.00 47.90 3.421				
Admitted Program: SCIENCE BACHELOR OF SCIENCE Major: PRE-PHYSICAL THERAPY Minor: PSYCHOLOGY					-----Spring Quarter 1989-----				
BA -121 BUSINESS/AMERICA * S D 3.00 3.00 ECON-274 INT AMER ECON DEV * S B 3.00 9.00 PSY -101 GENERAL PSYCHOLOGY * S B- 5.00 13.50					ENGL-202 SOPHO COMPOSITION * C B 3.00 9.00 HU -103 SHKSPRE/RENAISSANCE* H C+ 3.00 6.90 MILS-122 INTRO LEADERSHIP III A 2.00 8.00 PSY -292 ABC OF SELF CONTROL A 2.00 8.00 SOC -101 INTRO TO SOCIOLOGY * S C- 5.00 8.50				
Readmit					Internal Transfer				
Current Ahrs Ehrs Qhrs Qpts Gpa Cumulative 11.00 11.00 11.00 25.50 2.318					Current 15.00 15.00 15.00 40.40 2.693 Cumulative 78.00 68.00 69.00 176.80 2.562				
-----Fall Quarter 1988-----					-----Fall Quarter 1989-----				
Program Changed To: NON DEGREE Major: PRE-PHYSICAL THERAPY Minor: PSYCHOLOGY					Transferred To: ARTS AND LETTERS BACHELOR OF SCIENCE Major: PSYCHOLOGY Minor: MILITARY SCIENCE				
CD -160 EARLY CHILDHOOD * S A 3.00 12.00 COMM-101 EST COMMUNICATION * C UW (4.00) REPEAT (EXCLUDED FROM GPA) ENGL-100 WRITING FUNDAMENTALS P 2.00 FN -145 PRINCIPLES/NUTRITION*B C- 3.00 5.10 MATH-100 PRE-ALGEBRA P 2.00					COMM-101 EST COMMUNICATION * C A 4.00 16.00 MILS-280 ADV PHYSICAL TRAINING A 0.50 2.00 MILS-320 ORGNZTNL LEADERSHIP I B- 4.00 10.80 MILS-350 ADV LEADERSHIP LAB A 0.50 2.00 PE -162 PRECISION MARCHING A- 2.00 7.40 PHYS-201 GENERAL PHYSIOLOGY * B C 5.00 10.00				
Readmit					Current Ahrs Ehrs Qhrs Qpts Gpa Cumulative 14.00 10.00 6.00 17.10 2.850				
Current 14.00 10.00 6.00 17.10 2.850 Cumulative 49.00 39.00 40.00 88.50 2.213					Cumulative 94.00 84.00 85.00 225.00 2.647				
-----NO FURTHER ENTRIES THIS COLUMN-----					NO FURTHER ENTRIES THIS COLUMN				



Maxine Stolk, University Registrar

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Date: 04-15-05

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SOUTHERN UTAH STATE COLLEGE

CEDAR CITY, UTAH

Southern Utah University
Formerly

Maxine Stolk, University Registrar

RECORD OF ERICKSON DOUGLAS S

SOCIAL SEC. NO. : [REDACTED]
MATRICULATION : 1984
BIRTH DATE : [REDACTED]
DEGREES : [REDACTED]

NAME ERICKSON DOUGLAS S
ADDRESS [REDACTED]
CITY [REDACTED]

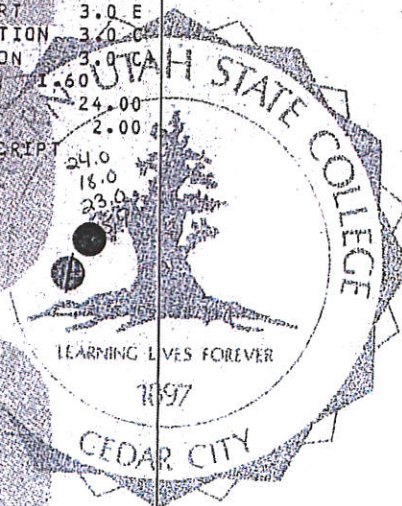
PAGE 1

COURSE NUMBER	DESCRIPTIVE TITLE	CR	HR	GR	COURSE NUMBER	DESCRIPTIVE TITLE	CR	HR	GR
AUTUMN QUARTER 1984-85									
PE 113	BOWLING	1.0		B-					
TE 141	ACETYLENE WELD	2.0		B					
ARLE 101	FRESHMAN ORIENT	1.0		CR					
TE 132	POLICE ADM LINE	3.0		E					
ANSC 165	LVSTCK JOGD SEL	2.0		B					
TE 141 L	ACETY WELD LAB	3.0		A					
	QUARTER GPA	2.43							
WINTER QUARTER 1984-85									
CS PS101	INTRO TO COMPUTERS	3.0		C					
ART HU101	CONCEPTS OF ART	3.0		E					
TA HU101	THTR APPRECIATION	3.0		C					
ANSC 310	BEEF PRODUCTION	3.0		C					
	QUARTER GPA	1.60							
TOTAL SUSC CREDITS		24.00							
TOTAL SUSC GPA		2.00							

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Date:

END-OF-TRANSCRIPT



A TRANSCRIPT OF THIS RECORD MUST BEAR SIGNATURE AND SEAL TO BECOME OFFICIAL.

THIS STUDENT IS IN GOOD STANDING
UNLESS OTHERWISE INDICATED.

Douglas Shane Erickson



PROFILE

I want to be able to administrate in a school system where I can create a positive influence and environment for staff, students, and the community. I want the opportunity to foster learning and success in students.

I am 50 years old, married, and have 4 children. I enjoy hunting, running, being outdoors, and spending time with my family. My family and my faith provides the foundation to all that I do.

EXPERIENCE

2012 - Present, PIUTE COUNTY SCHOOL DISTRICT, JUNCTION UTAH
SUPERINTENDENT

- Direct the district and work with the school board in the following areas:
 - Work with Utah Legislators and governors office to obtain funding for school district
 - District instructional/teacher and administrator evaluation leader
 - Director of: Title I, District Safety, Transportation, Administration Council, Migrant, and Curriculum
 - Director of Beverly Sorenson/Taylor Art Program
 - State of Utah Suicide Advisory Committee
 - I oversee the success of both staff and students in one 7-12 High School, and Two Elementary Schools
 - I lead a Administrative Team of 3 Principals, 2 Vice Principals, 5 Directors, Counselor and Custodian
 - I Sit on the k-16 Alliance team for Snow College
 - Currently serve as a member of the CUES region board with 6 other superintendents
 - Grant Facilitator and Coordinator-STEM-Education, Upstart, Step-up, Beverly Taylor Sorenson Grant
 - Policy revision and development
 - Capital Projects
 - Hiring, reassignment, and termination of employees
 - Director of District Professional Development
 - School Counselor Governors Task-Force Chairman

EDUCATION

Southern Utah University Cedar City, Utah
Masters in Education: Educational Leadership, Administrative Endorsement

University of Phoenix Orem, Utah
Masters in Educational Counseling: Level II Counseling

Southern Utah University Cedar City, Utah
Bachelor of Arts: Major: Psychology Minor: Sports Medicine

LEADERSHIP

- Crisis Team Leader
- Student Support Team Leader
- State of Utah Comprehensive Guidance Committee
- Southwest Sterling Scholar Committee
- Youth Court Advisor
- Student Support Team Leader
- Community Council
- Steering Advisory Chairman
- Head Senior Advisor
- Head Wrestling Coach
- Head Cross Country Coach
- Served in US Military as a Medic for 7 years
- Served a 2 Year Mission/Church Leadership Pos.
- Reach Team Advisor
- Eagle Scout
- SUOA Wrestling Official

REFERENCES

- *Carolyn White, Vice President Beaver School Board, Past President of Utah School Board Association-* [REDACTED]
- *Joyce Suddweeks, Piute School District Board Member-* [REDACTED]
- *Burke Torgerson, Superintendent Wayne County School District-* [REDACTED]
- *Tami Pyfer, Education Advisor to Governor Gary Herbert, State of Utah-* [REDACTED]

EXPERIENCE CONTINUED

2011-2012, BEAVER SCHOOL DISTRICT, BEAVER UTAH

DISTRICT DIRECTOR: OF COUNSELING, CO- DIRECTOR OF CTE, AND ADULT ED/ BEAVER U

- Direct district counselors in the Beaver School District Counseling Program. Act as counselor for students grades 11-12 at Beaver High school and Milford High School. Ensure the implementation of the Comprehensive Guidance Program district wide. I Teach life skills/study skills in the classrooms on a daily basis. I provide ACT prep and post secondary education planning. Perform small group and individual counseling.
- Implement the Adult Education program district wide, including Beaver Correctional Facility. Direct the Beaver U. Over see budgets, personnel, and administrative leadership for the Beaver U and community Adult Education programs.
- Help to oversee budgets and teachers in our Career/ Technology Education programs. Implement Career Pathways for students through the CTE program. 2005 - 2011, Beaver School District, Beaver Utah

VICE PRINCIPAL, COUNSELOR, DIRECTOR OF BEAVER U, DIRECTOR OF STUDENT SERVICES, LIFE SKILLS TEACHER, STATE OF UTAH PRESENTER

- Serve as counselor for grades 7-12, implement the Comprehensive Guidance Program, Conduct small groups, Provide educational and emotional guidance. Teach life skills and study skills. Provide post secondary education planning
- Vice Principal / Dean of Students grades 7-12: Performed administrative functions and duties. Provided discipline, Oversaw student government entities and groups.
- Director of Beaver U/ Director of Student Services: Worked with alternative and gifted students with modification and individual academic and career plans
- Presenter to Utah School Counselors on Counseling interventions for students

2001 BEAVER SCHOOL DISTRICT BEAVER UTAH

INTERIM PRINCIPAL

- Served for 4 months as an Interim Principal at Milford High School

1997 - 2005, BEAVER SCHOOL DISTRICT, BEAVER UTAH

ELEMENTARY/ HIGH SCHOOL COUNSELOR

- Serve as Counselor for grades K - 12, implementing the Comprehensive Guidance Program in various at various schools within Beaver School District

2001 - 2005 BEAVER CITY CORPORATION, BEAVER UTAH

BEAVER CITY COUNCILMAN

- I served on the following boards: Financial, Fire, Golf Course, and Sewer/Water. I was involved with the interviewing and hiring of new employees. I made crucial decisions that impacted my community economically and socially.

Letter of Interest

It is my desire to apply for the superintendent position at Wasatch County School District. The size of the district and the area is attractive to me. I have the desired qualifications and characteristics to fill this position. I will bring the district the background, experience, and expertise that would meet the districts personality and demographics. I have had the privilege to work as a superintendent in a small district in the state of Utah for four years. I am looking for the opportunity to work in a bigger district and demonstrate the skills and abilities to be successful in a larger district. I understand the dynamics in working and coordinating efforts with a school board, community, district staff, and district employees. I employ a working relationship with key stakeholders at the State Office of Education, Governors Office and Legislators. I understand the changing landscape facing public education and have understanding of what it takes to work closely with a school board. I am proactive, organized, innovative, and motivated. I have a vision of the evolution of improved instruction and student learning.

Enclosed is my resume, transcripts, and credentials. I look forward to an interview opportunity in your district.

Thanks,

Shane Erickson
Superintendent of Schools
Piute County School District

Personal Philosophy of Administration and Management

Shane Erickson

Visionary Leadership:

Visionary leadership includes having a vision and working with stakeholders to reach the desired aspiration and dream. The vision includes high expectations of the teacher and the learner as well as the leader. This vision would include input from community, teachers, students' school board and administration. This shared partnership would look at effective strategic planning with strategies and performance measures to bring healthy outcomes for student success. These plans and vision would guide the mission and goals of schools and district improvement, planning, and healthy change. The vision would include needs assessment, data assessment, and evaluation to determine progress and success. As educational leaders, we are accountable for developing a guide, a blueprint for student success. I feel strongly about influencing other administrators and teacher to look at the 21st century to ensure our students are leaving with the skill necessary to meet the demands of the future. Staying on with the cutting edge of technology, best instructional practices, and connecting with evolution of the future is paramount.

Community/Stakeholder Collaboration:

Collaboration is a key process that promotes positive climate and trust. As a leader, I would influence collaboration with stakeholders that would build, community partnerships in the quest for student success. As an instructional leader I feel developing rapport and connections with our district, teachers, parents, board, administration, county commissioners, city councils, colleges, legislators, policy makers, and governors' office is crucial in influencing a climate of togetherness that brings resources and infrastructure components to enhance all aspects of student success and learning.

Ethical management and leadership:

It is vital as a leader I promote along with others, equality and ethics. It is important as a superintendent I work with others to promote the success of every student by acting with, and ensuring a system of integrity, fairness, equity, and ethical conduct and behavior. This would include promoting a system of protocols that reinforces ethical behavior and addresses behavior when it is not ethical.

Management of Learning:

As an instructional leader I need to influence others to ensure effective management of the district and schools, operation, and resources for a safe efficient and effective learning environment. It is vital having the right people in the right place teaching where they are most effective for student learning. As a superintendent, it is crucial that finances are allocated to resources that influence student learning and needs. Management of learning would also include effective protocols for recruiting, developing, and maintaining highly qualified and effective personnel, developing and monitoring safety protocols and plans, advocating and creating a collaboration of systems and shared leadership. In addition, assigning personnel to address the diverse student needs, legal requirements, and equity goals. Effective management of learning would also involve my working with others in facilitating effective professional growth plans, evaluation of employees, professional practice, and productive professional development. Data systems and timely flow of information is also necessary to support student learning.

Leadership/Administrative Style

I have always felt leadership in the art of influence. Having the skill, ability, and talent to influence, motivate and encourage others are crucial factors of leadership. I administrate most often with a collaborative style, which facilitates input, and voice from others; thus, prompting trust and positive climate. I enjoy developing collaborative teams made up of key stakeholders to make effective decisions for students. I also believe in situational/discernment leadership. This style allows a process to function from and autocratic to abdicatory style and areas in-between depending on the dynamics at play. Some decisions require clear quick decisive action, other decisions require time, input, and collaboration. The key is having the administrative discretion to know the difference. Administrating with effective timing and approach is vital in the leadership administrative process as well. I also feel I am a strong transformational leader. I assess the current landscape, evaluate programs and functions and find ways to transform the current systems to improve.

Conclusion:

True leadership and management is strength, and giving that strength to others. A leader isn't someone who forces others to make him stronger; a leader is someone willing to give his strength to others that they may have the strength to stand on their own. Leadership is the art of influencing others towards accomplishing a mutual objective!!!

Personal Educational Philosophy, leadership, administrative style, reason for interest

Shane Erickson

Personal Philosophy

I believe 4 major factors have to exist for a good district to be a great district— (1) parent/community involvement, (2) communication and (3) accountability (4) Student Centered

Parent/Community Involvement

When a parent is involved in all aspects of a student's life, whether it is educationally, church or even sports related, majority of students seem to excel. Our students today have more issues to overcome than ever before. Consequently, they need our support. Parents, as well as community members, can have a positive impact on our youth. By attending extracurricular events, volunteering to be a mentor, or just taking the time to say hello to a young person are some of the examples that make community involvement so important within the life of a child, and the life of the school district.

Communication

Along with parent/community involvement comes communication. In order to have a successful school district, all shareholders have to have common knowledge of goals and objectives. Having a strong effective administration, where you have loyalty and the presentation of a united front, is paramount to success. A strong administration mixed with highly qualified teachers is not successful without a strong communication base. The left hand has to know what the right hand is doing so everyone will be on the same page, so to speak. When the breakroom talk turns into the athletic forum, it would benefit the school district if the information were accurate and correct. In order for that to happen, community members need to know first-hand information from the actual sources rather than second hand information from inaccurate sources.

Accountability

Another important factor is accountability. Accountability is a strong word, but when the future citizens and possible leaders of our civic, state, and national organizations are at stake, accountability is a necessity. I believe accountability should be viewed positively, rather than negatively. Accountability within the school system begins with the taxpayers. The taxpayers elect members of the community to represent them, which comprises the governing body of the school

district, in other words, the school board. As the school board members are held accountable by the community, the superintendent is held accountable by the school board. The accountability cycle keeps the district within compliance and allows it to run smoothly. High expectations of administrators, teachers, and students are paramount on the accountability measure in both the academic and professional arenas and are necessary for student success and achievement.

Student Centered

As I contemplate the four aspects of my philosophy, I remind myself why community/parent involvement, communication, accountability and being student centered are so important. They benefit the future of our children. The bottom line is that in order for children to learn more effectively, more efficiently and more enthusiastically, we have to come together as parents, community members, school leaders and teachers to do the best job for the children. For as the saying goes, "The children are the leaders of tomorrow" and they the students should be kept paramount in all we do as educators, and we should do everything to have a collaborative mindset for their success.

Questions:

Describe a time when you had to implement or enforce an unpopular policy or organizational change. Describe what strategies you used to maintain moral.

When I first came to Piute School District teacher evaluations were non-existent. The timing was crucial due to the state implementing HB 64, which by law indicated the evaluation process was necessary. Even with the state mandate there was still pushback to have no evaluations. The process initially was to work to educate the board on the law and procedure. Once the board understood the dynamics, I initiated a committee made up of key stakeholders including administration, parents, and teachers. The process of researching the evaluation policy and implementation began in a collaborative effort. I invited individuals from the state office of education as well as other districts to educate stakeholders. The stakeholders were provided professional development on the evaluation process and were able to give voice and input to the policy language. We emphasized transparency and collaboration throughout the implementation period with all parties working congruently. Due to the transparency, teaming, and collaboration the district now has an effective evaluation process that is understood and supported.

What is the role of technology in public school district and how would you measure its effectiveness?

Thoughtful use of technology provides staff and students with the tools needed to maximize the learning environment. A constant cycle of planning, implementing and reassessing the curriculum will ensure that students in a school a district will be able to fully utilize technology as a learning tool. Making certain that all students have an opportunity to gain the technology skills will enhance learning in today's educational environment, and will promote success in future opportunities leading into the workforce.

Technology is key to the 21st century:

- To make available access to global information
- To assist with different learning styles
- To provide accommodation for individual student learning rates
- To support a cooperative learning environment
- To assist students to accept responsibility for their effort learning
- To provide equitable access to meet the curricular needs of all students
- To cultivate creativity and enhance critical thinking skills
- To offer a medium for expression and communication
- To gather and review information for performance enhancement
- To advance the efficiency of administrative responsibilities

The effectiveness of technology can best be measured by knowing if the technology is allowing the teacher/students to do old things in new ways and is the technology creating new and different learning experiences for the students?



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

DOUGLAS ERICKSON

has satisfactorily completed the requirements which by provision of law gives the holder license to render professional service in the schools of the State of Utah.

Issue Date: 07/08/2014	Expiration Date: 06/30/2019	CACTUS ID: [REDACTED]
License Area of Concentration	Endorsements	
School Counselor (K-12) Administrative/Supervisory (K-12)		

Sydnee Dickson, Ed. D.
Director, Educator Quality and Licensing

Martell Menlove, Ph.D.
Utah State Superintendent of Public Instruction

It is the responsibility of the professional educator to understand and fulfill the renewal requirements to maintain a current license.

Utah School Superintendents Association

Certificate of Membership

Douglas Shane Erickson

*having duly qualified under the standards as prescribed by the
Utah School Superintendents Association is hereby awarded the status of*

Active Member

*together with all the honors, rights, privileges and responsibilities pertaining thereto.
In witness whereof, the signatures of the President and Executive Director are hereunto*

*affixed
this 20th day of June, 2012.*

President

Executive Director

Date Issued: 04/12/2005



Record of: DOUGLAS S. ERICKSON
Student Number: [REDACTED]
Birthdate: [REDACTED]

SENT TO:
DOUGLAS S. ERICKSON
[REDACTED]

Prior Schools Attended Credits/Degrees
SOUTHERN UTAH UNIVERSITY BS

Mo/Year	Course ID	Course Title	Grade	Cred Att	Cred Earn	Qual Pts	Rem
05/1996	EDD/500	INTRODUCTION TO MASTERS STUDIES	A	2.00	2.00	8.00	
07/1996	PSY/538	LIFESPAN DEVELOPMENT AND LEARNING	A	3.00	3.00	12.00	
09/1996	ECN/518	EDUCATIONAL COUNSELING THEORIES	A-	3.00	3.00	10.98	
11/1996	ECN/540	INTRODUCTION TO SCHOOL GUIDANCE COUNSELING	A	3.00	3.00	12.00	
01/1997	ECN/545	STUDENT CAREER COUNSELING	A-	3.00	3.00	10.98	
03/1997	ECN/550	CRITICAL ISSUES IN EDUCATIONAL COUNSELING	A-	3.00	3.00	10.98	
05/1997	ECN/555	STUDENT ASSESSMENT AND EVALUATION IN EDUCATIONAL COUNSELING	A-	3.00	3.00	10.98	
07/1997	ECN/560	EDUCATIONAL COUNSELING OF THE INDIVIDUAL	A	3.00	3.00	12.00	
09/1997	ECN/597	EDUCATIONAL COUNSELING PRACTICUM I	P	2.00	2.00	0.00	
10/1997	ECN/565	EDUCATIONAL COUNSELING OF GROUPS	A	3.00	3.00	12.00	
01/1998	ECN/598	EDUCATIONAL COUNSELING PRACTICUM II	P	1.00	1.00	0.00	
02/1998	EDD/595	APPLIED EDUCATIONAL RESEARCH PROJECT SEMINAR	A-	2.00	2.00	7.32	
02/1998	EDU/599.3	EDUCATIONAL COUNSELING INTERNSHIP	A	3.00	3.00	12.00	
03/1998	QNT/597	APPLIED STATISTICS AND RESEARCH METHODS	A-	4.00	4.00	14.64	
06/1998	EDD/596	APPLIED EDUCATIONAL RESEARCH PROJECT	A	2.00	2.00	8.00	

	GPA	Cred Att	Cred Earn	Qual Pts
Total Cum Credits			40.00	
UOP Cum	3.83	40.00	40.00	141.88
MAED/COUN Program GPA	3.82			

UNIVERSITY OF PHOENIX
DEGREES, CERTIFICATES

MASTER OF ARTS IN EDUCATION: COMPLETED 06/24/1998, CONFERRED 06/1998
ARIZONA STATE APPROVED PROGRAM IN EDUCATIONAL COUNSELING

***** End of Transcript *****

AN OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND A RAISED SEAL IS NOT REQUIRED

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Tandy R. Elisala, Registrar





SOUTHERN UTAH UNIVERSITY
CEDAR CITY, UTAH 84720

NAME: Douglas Shane Erickson
STUDENT NUMBER: [REDACTED] BIRTH: [REDACTED]

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS	COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS																		
Official Graduate Academic Record					-----Summer Semester 2004-----																						
Current Academic Program: EDUCATION MASTER OF EDUCATION Major: EDUCATION					EDUC-6500	SCHOOL FINANCE	A	3.00	12.00																		
					EDUC-6540	ORGANIZATION/AMERICAN SCHOOLS	A	3.00	12.00																		
Degrees Awarded: BACHELOR OF SCIENCE ARTS AND LETTERS Major: PSYCHOLOGY Minor: PHYSICAL EDUCATION Rank: 463 of 585 Cum GPA: 2.760					<table border="0"> <tr> <td>Current</td> <td>AHRS</td> <td>EHRS</td> <td>QHRS</td> <td>QPTS</td> <td>GPA</td> </tr> <tr> <td></td> <td>6.00</td> <td>6.00</td> <td>6.00</td> <td>24.00</td> <td>4.000</td> </tr> <tr> <td>Cumulative</td> <td>16.00</td> <td>16.00</td> <td>16.00</td> <td>64.00</td> <td>4.000</td> </tr> </table>					Current	AHRS	EHRS	QHRS	QPTS	GPA		6.00	6.00	6.00	24.00	4.000	Cumulative	16.00	16.00	16.00	64.00	4.000
Current	AHRS	EHRS	QHRS	QPTS	GPA																						
	6.00	6.00	6.00	24.00	4.000																						
Cumulative	16.00	16.00	16.00	64.00	4.000																						
					-----Fall Semester 2004-----																						
					EDUC-6891	SECONDARY ADMIN INTERNSHIP	P	4.00																			
					<table border="0"> <tr> <td>Current</td> <td>AHRS</td> <td>EHRS</td> <td>QHRS</td> <td>QPTS</td> <td>GPA</td> </tr> <tr> <td></td> <td>4.00</td> <td>4.00</td> <td>0.00</td> <td>0.00</td> <td>0.000</td> </tr> <tr> <td>Cumulative</td> <td>20.00</td> <td>20.00</td> <td>16.00</td> <td>64.00</td> <td>4.000</td> </tr> </table>					Current	AHRS	EHRS	QHRS	QPTS	GPA		4.00	4.00	0.00	0.00	0.000	Cumulative	20.00	20.00	16.00	64.00	4.000
Current	AHRS	EHRS	QHRS	QPTS	GPA																						
	4.00	4.00	0.00	0.00	0.000																						
Cumulative	20.00	20.00	16.00	64.00	4.000																						
					-----Spring Semester 2005-----																						
Admitted Program: EDUCATION MASTER OF EDUCATION Major: EDUCATION					EDUC-6890	ELEM ADMIN INTERNSHIP	NR	(4.00)																			
					<table border="0"> <tr> <td>Current</td> <td>AHRS</td> <td>EHRS</td> <td>QHRS</td> <td>QPTS</td> <td>GPA</td> </tr> <tr> <td></td> <td>4.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> <td>0.000</td> </tr> <tr> <td>Cumulative</td> <td>24.00</td> <td>20.00</td> <td>16.00</td> <td>64.00</td> <td>4.000</td> </tr> </table>					Current	AHRS	EHRS	QHRS	QPTS	GPA		4.00	0.00	0.00	0.00	0.000	Cumulative	24.00	20.00	16.00	64.00	4.000
Current	AHRS	EHRS	QHRS	QPTS	GPA																						
	4.00	0.00	0.00	0.00	0.000																						
Cumulative	24.00	20.00	16.00	64.00	4.000																						
SPED-6060 LEGAL ASPECTS OF SPC EDUC					A	2.00	8.00																				
SPED-6320 CRRCLM FOR STUDENTS WITH M/MD					A	2.00	8.00																				
					-----END OF Graduate Academic Record-----																						
					<table border="0"> <tr> <td>Current</td> <td>AHRS</td> <td>EHRS</td> <td>QHRS</td> <td>QPTS</td> <td>GPA</td> </tr> <tr> <td></td> <td>4.00</td> <td>4.00</td> <td>4.00</td> <td>16.00</td> <td>4.000</td> </tr> <tr> <td>Cumulative</td> <td>4.00</td> <td>4.00</td> <td>4.00</td> <td>16.00</td> <td>4.000</td> </tr> </table>					Current	AHRS	EHRS	QHRS	QPTS	GPA		4.00	4.00	4.00	16.00	4.000	Cumulative	4.00	4.00	4.00	16.00	4.000
Current	AHRS	EHRS	QHRS	QPTS	GPA																						
	4.00	4.00	4.00	16.00	4.000																						
Cumulative	4.00	4.00	4.00	16.00	4.000																						
					-----Summer Semester 2003-----																						
EDUC-6080 LEADERSHIP & SCHOOL PRINCIPAL					A	3.00	12.00																				
EDUC-6740 SCHOOL LAW					A	3.00	12.00																				
					<table border="0"> <tr> <td>Current</td> <td>AHRS</td> <td>EHRS</td> <td>QHRS</td> <td>QPTS</td> <td>GPA</td> </tr> <tr> <td></td> <td>6.00</td> <td>6.00</td> <td>6.00</td> <td>24.00</td> <td>4.000</td> </tr> <tr> <td>Cumulative</td> <td>10.00</td> <td>10.00</td> <td>10.00</td> <td>40.00</td> <td>4.000</td> </tr> </table>					Current	AHRS	EHRS	QHRS	QPTS	GPA		6.00	6.00	6.00	24.00	4.000	Cumulative	10.00	10.00	10.00	40.00	4.000
Current	AHRS	EHRS	QHRS	QPTS	GPA																						
	6.00	6.00	6.00	24.00	4.000																						
Cumulative	10.00	10.00	10.00	40.00	4.000																						
					-----NO FURTHER ENTRIES THIS COLUMN-----																						



Maxine Stolk, University Registrar

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Date: 04-15-05

Issued to student

PAGE 1 OF 1



SOUTHERN UTAH UNIVERSITY
CEDAR CITY, UTAH 84720

NAME: Douglas Shane Erickson
STUDENT NUMBER: [REDACTED] BIRTH: [REDACTED]

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS	COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HOURS	QUALITY POINTS
-----Winter Quarter 1992-----									
Transferred To: ARTS AND LETTERS BACHELOR OF SCIENCE Major: PSYCHOLOGY Minor: PHYSICAL EDUCATION									
GEOG-130	WORLD POLITICL GEOG* S	C+	3.00	6.90					
PE -162	PRECISION MARCHING	A	2.00	8.00					
PE -309	ADAPTIVE PHYSICAL ED	B-	2.00	5.40					
PE -310	ADV TECHNQ ATHLTC TRNG	C	3.00	6.00					
PE -474	ADM PHYS ED/ATHLETICS	C	3.00	6.00					
PSY -352	STATISTICS PSYCHOLOGY	B	5.00	15.00					

	AHRS	EHRS	QHRS	QPTS	GPA				
Current	18.00	18.00	18.00	47.30	2.628				
Cumulative	204.00	189.00	192.00	543.75	2.832				
-----Spring Quarter 1992-----									
ART -161	INTRO TO CERAMICS * F	A-	4.00	14.80					
PE -491	TESTS & MEASUREMENTS	C-	3.00	5.10					
PSY -499	PSYCHOLOGY SEMINAR	C-	3.00	5.10					
ZCOL-200	NTRL HIST/ANIMALS * B	D-	4.00	2.80					

	AHRS	EHRS	QHRS	QPTS	GPA				
Current	14.00	14.00	14.00	27.80	1.986				
Cumulative	218.00	203.00	206.00	571.55	2.775				
Requirements completed for BACHELOR OF SCIENCE									
-----END OF Undergraduate Academic Record-----									



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OF 3