

SUPERINTENDENT APPLICATION WASATCH COUNTY SCHOOL DISTRICT

A. PERSONAL INFORMATION

Date June 9, 2016

Full Name Paul R. Schulte

Present Address [REDACTED]

City [REDACTED]

State [REDACTED]


Zip [REDACTED]

Telephone Number [REDACTED]

e-mail address [REDACTED]

Present Position Executive Director Auxiliary Services, Salt Lake City School District

B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
Southern Connecticut State University	New Haven, Connecticut	BS	Special Education		Cum Laude
Utah State University	Logan, Utah	M of Ed	Health, Physical Education and Rec 		
Friends University	Wichita, Kansas	M of Ed	School Leadership		

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
Milford Connecticut School District, George Lopes	Self Contained BD teacher, Head wrestling coach, Assistant Football Coach	9/85 - 6/86
Box Elder School District, Lamar Bourne, Jay Stuart	Resource teacher, Assistant Football and wrestling coach, Head Cross Country coach	8/86 - 6/95
Wichita Public Schools, Ken Thiessen	Resource Teacher, Driver Education Teacher, Assistant Principal	8/95 - 6/04
Salt Lake City School District, McKell Withers	Principal Highland High School, Executive Director Auxiliary Service	7/04 - 06/16

Other Professional Experience:

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

Currently owe a small business that requires the ability to develop a business plan with a vision

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.

Served as the Region Chair Person for Region Six of the UHSAA

Served on both the Executive Committee and BOT of the UHSAA

Worked as a Special Education Teacher for over 10 years

Certified trainer for Breaking Ranks

Certified trainer for developmental assets

Supervise the following departments at the district level: Capital Projects, Facilities

Management, Transportation, Child Nutrition, Purchasing and High School Athletics

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:

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Elementary | <input checked="" type="checkbox"/> Administration | <input type="checkbox"/> Librarian | <input type="checkbox"/> Communication Disorders |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Counselor | <input type="checkbox"/> Reading Specialist | <input checked="" type="checkbox"/> Special Education |
| <input type="checkbox"/> Early Childhood | <input type="checkbox"/> Career and Technical Education | <input type="checkbox"/> School Social Worker | |
| <input type="checkbox"/> School Psychologist | <input type="checkbox"/> Other _____ | | |

(List additional information under Section D)

Type of License	Effective Dates	State of Issue	Additional Description
Administrative k-12 and Special Education	6/17/2014 -6/30/2019	Utah	

G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
McKell Withers		Superintendent
Rob Cuff		Executive Director UHSAA
Ron McBride		Coach

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.

N/A

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

N/A

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

N/A

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.

N/A

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: Paul R. Schulte

SIGNATURE OF APPLICANT: _____ Date _____

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

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?

There are several components of my leadership style that has facilitated change. I am a very visionary leader. I am not satisfied and like to look for ways to improve. When I became principal of Highland High it was very apparent from the last accreditation report that the focus was not on student learning but rather on adult interest. It was a challenging and interesting journey to work with the faculty concerning how to change the focus. However, by having honest dialog with faculty and staff they were able to identify the need to adjust the way that student learning and needs would be address. The entire journey was imbedded in shared governance enhanced by participation of the faculty, staff and community. The School Improvement Committee and the School Community Council were provided research and data to read and discuss in large and small group. One of the assistant principals provided training on the basic components of Professional Learning Communities. The school community started to discern the need to change the focus. This was a powerful moment when the community was provided enough information that they discerned the need for change. A unique committee called COW (Committee of the Whole) began to take on the leadership role. An opportunity to apply for a comprehensive school reform grant was presented and supported by over 90% of the faculty. This grant allowed over 85% of the staff to take site visits. Consultants visited the school on a regular basis to provide continual support, answer questions, address concerns and cheer the team on. The Community Council incorporate the work of Professional Learning Communities into the School Improvement Plan. As a result the staff never felt the focus was being force upon them but rather it was a group decision. Highland High became the flagship for authentic Professional Learning Communities that focused on what student need to learn, how to measure what they learn, what to do for students that are not learning and providing extended activities to those excelling. Recently the faculty of West and East High were invited to participate in training with the Highland faculty and it was enjoyable to observe the pride the staff took in the work they had accomplished.

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

Technology is very important in education for several reasons. Students are living in a time when technology is incorporated in their daily lives. They must be proficient in a variety of tools to survive in the world and be successful in whatever career they choose. As a result it is imperative that part of the student learning and outcomes teaches the appropriate technology skills to become successful adults and community members. Technology is an important resource as instructional tools. Technology will never replace the human component of education. However, there are many tools available that can and will increase student engagement and learning. An educational community must embrace all available resources to increase student learning. Technology assist in the running of a district. It makes it more efficient and timely to evaluate data relative to who is learning and who is not. This makes it possible to provide more timely support and intervention. The ability to communicate in a more timely and regular manner is made possible with technology. I believe as an effective leader I will continually incorporate technology in the district culture to increase student learning and collaborate with the community.

The effectiveness will be evaluated based on how it student learning is increased. Are students becoming more proficient in using the tools available? Surveys would be distributed to the appropriate stake holders to gain an understanding if the needs of different stake holders is being met. Some of the groups to receive feedback from would include students, parents, teachers, administrators and community members. The results would be review to continually adopt plans to meet the needs of a ever changing and dynamic world.

Paul R. Schulte



OBJECTIVE: Seeking a leadership position in the field of education.

EXPERIENCE:

2015: Executive Director of Auxiliary Service, Salt Lake City School District. As the result of an untimely resignation the Superintendent requested that I serve in this position to provide stability until a decision is made for filling the position. Supervise the transportation, child nutrition, capital projects, purchasing, high school athletics and facility departments.

2004 – 2015: Principal, Highland High School, Salt Lake City Utah. I had responsibility for the entire educational program serving 1600 students and a faculty and staff of 100. Highland High School is an urban school with a diverse population and rigorous academic program. Participation in the AP program increased 300%. The IB program has been implemented with a diploma rate over 85% exceeding the world average. Intervention programs have been recognized by the National Community of Caring Association. The pass rate for freshman passing all classes has increased from 57% to 85%. School wide implementation of Professional Learning Communities has taken place and Highland is now a leader in the state of Utah. Highland is also a leader of drop prevention and provides leadership to the State office of Education. The graduation rate is above the state average in all areas. The last several years the Hispanic rate has been equal to or greater than Caucasian contrary to the national trend. Made AYP in 2008, 2009, 2011 until Utah opted out of the AYP program.

1998 – 2004: Assistant Principal, Wichita High School East, Wichita Kansas. I worked as an assistant principal with responsibilities over interventions, athletics, fine arts, master schedule, graduation, teacher evaluations, clerical supervision and discipline. Wichita High School East housed an IB program serving 400 students. I worked as athletic director for one year.

1995 – 1998: Teacher, Wichita High School East and Heights, Wichita Kansas. I taught special education and driver education. I also served as an assistant or head coach for football, wrestling and track.

1986- 1995: Teacher, Box Elder Junior and Senior High School, Brigham City Utah. I taught special education reading, math and language arts. I also team taught regular education science, English and math. I taught regular education health, math and physical education. I served as an assistant or head coach for football, wrestling and cross country.

1984- 1986: Teacher, Mathewson Elementary School and Joseph Foran High School, Milford Connecticut. I taught resource and self contained ED classes. I also served as an assistant or head coach for wrestling and football.

TRAINING & MEMBERSHIPS

College Board Principal Leadership Institute

Certified for Breaking Ranks II training

Certified for Developmental Assets training

Certified trainer for Direct Instruction

Region 6 Chairman, Utah High School Activity Association

Advanced Placement Incentive Program Committee

Utah High School Activity Association, Executive Committee

Utah High School Activity Association, Board of Trustees

Member of National Association of Secondary Principals

Member of Utah Association of Secondary Principal

Variety of volunteer church leadership positions

Utah Association of Secondary Principals, Legislative Committee

HONORS:

2008 Excellence in Education Huntsman Award

EDUCATION:

Friends University, Wichita Kansas. Masters of Education in School Leadership, 2000

Utah State University, Logan Utah. Masters of Education in Health, Physical Education and Recreation, 1990.

Southern Connecticut State University, New Haven Connecticut. Bachelors of Science in Special Education.

REFERENCES:

Dr. McKell Withers, Superintendent , Salt Lake City School District, [REDACTED]
[REDACTED]

Paul Hansen, Former Director of Senior Secondary Schools, Granite School District,
[REDACTED]

Ken Thiessen, Principal, Wichita High School East,
[REDACTED]

Philosophy of education

All students can learn! This is a simple but the most important belief when involved in this noble business of education. The most significant strength that I possess is the ability to focus on all groups of students and an understanding on how to best meet their needs. As a result of an exceptional mentors and educational opportunities I have been able to work with a variety of students and gain an understanding of their unique needs. Education is great equalizer. Through public education students can be afforded opportunities that might not be realized because of limited personal resources. .

I am also very focus on the middle or “regular” students and the need to educate all students. As principal we implemented more concurrent college classes and opened the AP classes for all students. I have also worked in environment with very diverse student population including extensive English Language Learner programs. I understand the importance of academic rigor and affect it has on the success of post-secondary education. As a result of this strength I will have a focus on learning for all students. This value will be the driving force for all decisions. I will be able to lead a district in the ongoing discussion of how do we insure that all students learn and are meeting the needs of all students. Some of the greatest joys are watching children discover talents and skills that they never knew they possess! It is wonderful to provide these type of opportunities to the youth of our days. I am hopeful.

Teachers today are some of the most wonderful and dedicated professional. The majority of teachers are doing amazing work and deserve continued support and encouragement. Education must be a continual learning community where all involved are always learning.

Philosophy of administration and management

The educational research consistently outlines the importance of instructional leaders. There are several characteristics that the effective leader must possess. The best leaders love people because education is a people business. The ability to relate to and engage with students and staff is imperative. When the staff and students understand that the leader knows and cares about them they are more likely feel connected, trusted and value. As a result they will work hard to do their best. Student connectedness is essential to increase performance. The leader needs to be visible and accessible. While working at Highland High School I wrote personal notes to each senior before they graduated. The leaders need to have great relationships with faculty and staff. The best leaders created a collaborative environment where the opinions and thoughts of everyone are respected and considered to build the best district.

The best leaders embrace the role of being an instructional leaders and doesn't allow the managerial necessities distract from student learning. The best leaders dig into the data and isn't intimidated from the hard facts. They are familiar with the best instructional practices and can engage the teachers and administration in reflective conversations concerning their practice. The superintendent must require that the mission and vision of the district is to ensure all students learn! Finally, leaders are servants. The greatest joy comes from supporting others and see them succeed. I am committed to serve.

Interest in the position

Interest in the position

I have worked in education for over 30 years. Beginning as a para-educator, teacher, coach, assistant principal, principal and currently an executive director at the district level. I love the business of education. I have learned over the years the influence of an effective leader is powerful. I am ready for the next step to lead a district but wanted to wait for the right opportunity. The Wasatch District is the perfect fit. This district is in an exceptional position. The investment the community is making by passing a bond and participating in new construction demonstrate support for student learning. The demographic of the district is changing with the percentage of Hispanic students increasing. I have done significant work with this group of students. While principal of Highland High graduation rates increase for all students but several years the Hispanic students had the highest rate. This is perfect for the changing occurring the district. The district is clearly demonstrates a committee to all programs including fine and performing arts and athletics. I have extensive experience in all these areas and like what the district has been doing. Heber City is an exceptional community and would love to relocate to the area with my family.

Friends University Worksheet Graduate

05/02/2001

Page 1 of 1

70827 Paul Raymond Schulte

Maiden Name:

Phone: [REDACTED]

Birth Date: [REDACTED]

Program : ML 4

Advisor: Cain, Brenda

St. Term : SU 1998

Major: Master of School Leadership

Div. Type : GR

Minor:

Class : 2nd Yr Grad Student

Course	Title	Grade	Rpt	Sts	HRS Att	Hrs Ernd	Hrs GPA	Qty pnts	Crs Start Date	Crs End Date
1998 SU Summer										
MSL 635 04	Internship/Seminar 1	A	H		2.00	2.00	2.00	8.00	7/27/1998	3/2/1999
MSL 610 04	School Leadership 1	A	H		2.00	2.00	2.00	8.00	7/28/1998	8/18/1998
MSL 615 04	Learning Theory/Practice	C	H		2.00	2.00	2.00	4.00	8/25/1998	10/6/1998
MSL 620 04	Educational Research	A	H		2.00	2.00	2.00	8.00	10/13/1998	11/17/1998
MSL 625 04	Student Support Services	A	H		2.00	2.00	2.00	8.00	11/24/1998	1/12/1999
MSL 630 04	Equity/Diversity/Pluralism	A	H		2.00	2.00	2.00	8.00	1/19/1999	3/2/1999
Term Totals: GPA =					3.667	12.00	12.00	12.00	44.00	
1999 SP Spring										
MSL 660 04	Internship/Seminar 2	A	H		2.00	2.00	2.00	8.00	3/9/1999	7/23/1999
MSL 640 04	School Leadership 2	A	H		2.00	2.00	2.00	8.00	3/16/1999	4/20/1999
MSL 645 04	School Law/Policy	A	H		3.00	3.00	3.00	12.00	4/27/1999	6/1/1999
MSL 650 04	School Finance	A	H		2.00	2.00	2.00	8.00	6/21/1999	6/30/1999
MSL 655 04	Human Resource Mgmt	A	H		3.00	3.00	3.00	12.00	7/12/1999	7/22/1999
Term Totals: GPA =					4.000	12.00	12.00	12.00	48.00	
1999 07 SUMMER										
MSL 685 04	Internship/Seminar III	A	H		2.00	2.00	2.00	8.00	7/26/1999	1/25/2000
MSL 665 04	Curriculum, Instruction, & Tech	A	H		3.00	3.00	3.00	12.00	7/27/1999	8/3/1999
MSL 670 04	Facility/Transportation Mgmt	A	H		2.00	2.00	2.00	8.00	8/10/1999	9/14/1999
MSL 675 04	School Improvement	A	H		3.00	3.00	3.00	12.00	9/28/1999	11/23/1999
MSL 680 04	The Principalship	A	H		2.00	2.00	2.00	8.00	11/30/1999	1/18/2000
Term Totals: GPA =					4.000	12.00	12.00	12.00	48.00	
					ATT HRS	ERND HRS	GPA HRS	QLT PTS	GPA	
Cumulative Totals:					36.00	36.00	36.00	140.00	3.889	
Local Totals:					36.00	36.00	36.00	140.00	3.889	
Transfer Totals:					0.00	0.00	0.00	0.00	0.000	

DATE EARNED	DEGREE	MAJOR	Minor(s)
01/25/2000	MSL Master of School Leadersh	2KML Master of School Leadership	

3.889 ATT 36.00 EARND 36.00 GPA HRS 36.00 PTS 140.00

GPA

CACTUS

Comprehensive Administration of Credentials for Teachers in Utah Schools

Personal
InformationApplication
StatusCredential
Information

Degrees

Assignments

Professional
Development

Authorizations

SAEP

Tests

Paul Schulte

CACTUS ID: [REDACTED]

Credential Information

Issue Date	License Level	License Status	Exp. Date
06/17/2014	2	Renewed	06/30/2019
06/02/2009	2	Expired	06/17/2014
09/15/2004	2	Expired	06/02/2009
07/01/2000	2	Expired	06/30/2001

Select [View Details](#) to view Endorsements for that License.

	Recv. Date	License Area	Exp. Date	Institution	Type	Status	Qualified by	NCLB Qualified
View Details	02/28/2005	Administrative/Supervisory (K-12)		OTHERS NOT DETAILED	Standard	New	University Program	Not Applicable
View Details	10/01/2004	Administrative/Supervisory (K-12)	02/27/2005	USOE	TEMP	Expired	Authorization	Not Applicable
View Details	07/30/1996	Special Education (K-12+)		USOE	Standard	Renewed	Major	Not Applicable
View Details	07/30/1991	Special Education (K-12+)	06/30/1996	USOE	Standard	Expired	Major	No
View Details	07/30/1986	Special Education (K-12+)	06/30/1991	USOE	Standard	Expired	Major	No

[LOG-OUT](#)

Please note: Contact your district's human resources department if any of the information is incorrect.

If you are not currently employed with a Utah school, contact the Utah State Office of Education.

CACTUS records do not include license renewal points.



RECORD OF CREDITS

SOUTHERN CONNECTICUT STATE UNIVERSITY

NEW HAVEN, CONNECTICUT 06515

NAME (Last) (First) (Middle)
 SCHULTE PAUL R
 DATE OF BIRTH SEX SOC. SEC. NO. ENTERED

P. R. SCHULTE 044661996
 BACHELOR OF SCIENCE DEGREE
 AWARDED JANUARY 11, 1985
 SPECIAL EDUCATION (1-12)

Transfer Credits from Brigham Young Univ. and
 Housatonic C.C. Equiv. to: Art 104, Eng. 343
 His. 100, Psy. 100, Eco. 270, Phy 100, Eco. 100
 Eng. 100, PEActs (1)
 Free Electives = 10 1/2 SH
 Total Transfer Credits = 35 1/2 SH

FALL SEMESTER 1982
 MAJOR BRIT. AUTH. II
 ESC: ASTRON./METERLGY.
 ETHICS
 EXCEPTIONAL CHILD. I
 EXCEPTIONAL CHILD. II

A-3.0 ENG 212
 A-3.0 ESC 100
 B-3.0 PHI 120
 A-3.0 SED 203
 W-3.0 SED 204

SEM 43.20/ 12.0 OPR 3.600
 CUM 43.20/ 12.0 OPR 3.600
 TOTAL CREDITS EARNED = 47.5

SPRING SEMESTER 1983
 HISTORY OF U.S. I
 DEVELOPMENTAL PSYCH.
 EXCEPTIONAL CHILD. II
 CURR FOR EXCEP CHILDREN
 TCHG. TRN. MENT. RETRD.

B+3.0 HIS 110
 A-3.0 PSY 210
 A-3.0 SED 204
 A-3.0 SED 304
 A-3.0 SED 306

SEM 56.10/ 15.0 OPR 3.740
 CUM 99.30/ 27.0 OPR 3.678
 TOTAL CREDITS EARNED = 62.5

SCHOOL HEALTH
 MATH FOR ELEM ED I
 ADOLESCENT PSYCHOLOGY
 GEN METH FOR EXCEP CHD
 ACAD. DIAG. PROC. - EX. CLD
 BEH. MOD. TECH. - EXCP. CLD

W-3.0 HSC 203
 A-3.0 MAT 105
 A-3.0 PSY 215
 A-3.0 SED 305
 A-3.0 SED 306
 A-3.0 SED 307

SEM 58.20/ 15.0 OPR 3.880
 CUM 157.50/ 42.0 OPR 3.750
 TOTAL CREDITS EARNED = 80.5

SPRING SEMESTER 1984
 SIGN. LANG. & FING. SP.
 SCHOOL HEALTH
 PSYCHO-EDUC. TECH.
 PHIL. OF EDUCATION
 ACAD. REM. TECH. - EXP. CLD
 PRE-SCHOOL EXCEP. CHILD

A-3.0 SED 410
 A-3.0 HSC 203
 B+3.0 SED 404
 A-3.0 PHI 370
 A-3.0 SED 405
 A-3.0 SED 310

SEM 69.0/ 18.0 OPR 3.833
 CUM 226.5/ 60.0 OPR 3.775
 TOTAL CREDITS EARNED = 98.5

SUMMER 1984
 SPEECH COMMUNICATION
 MAINSTREAMING-TCH. HANDI

A+3.0 COM 100
 A+3.0 SED 315

SEM 24.00/ 6.0 OPR 4.000
 CUM 250.50/ 66.0 OPR 3.795
 TOTAL CREDITS EARNED = 104.5

FALL SEMESTER 1984
 STUDENT TEACHING I
 STUDENT TEACHING II
 IND. STUDY SED
 THE FAMILY

P 6.0 EDU 300
 P 6.0 EDU 400
 A+2.0 SED 499
 A 3.0 SOC 261

SEM 20.00/ 5.0 OPR 4.000
 CUM 270.50/ 71.0 OPR 3.810
 TOTAL CREDITS EARNED = 121.5

GRADUATED CUM LAUDE
 B.S. Degree Requirements Met 1/85



-4 APR 1985

John B. Borden
 REGISTRAR

THIS RECORD IS NOT AN OFFICIAL
 TRANSCRIPT UNLESS IT BEARS THE
 UNIVERSITY SEAL, DATE AND
 REGISTRAR'S SIGNATURE IN RED,
 GREEN AND BLUE DYES.

P.E. Waived

GRADING SYSTEM
 A+ Exceptional B+ Superior C+ Average D+ Passing
 A- B- C- D-
 P Pass in a course where all students receive P or F
 S Pass in a course taken for Pass-Fail Option
 W Officially withdrawn
 X Grades withheld for non-payment
 N Student never attended
 F Failure
 I Incomplete
 Z Satisfactory Audit

Length of semester:
17 weeksLength of period:
50 minutes

Record not valid without signature of Registrar and seal of the College.
 Entitled to honorable dismissal unless otherwise indicated.

DATE

SIGNED (Registrar)

THIS TRANSCRIPT IS FOR CONFIDENTIAL USE ONLY

In compliance with the Family Educational Rights and Privacy Act of 1974, as amended, this academic transcript is released on the condition that the individual or organization to which it is sent will not furnish any other party with the information contained herein.