

Shad E. Sorenson



June 7, 2016

Dear Wasatch County Board Of Education and Search Committee

Thank you for reviewing my application material for our next Superintendent of Schools. I am very interested in this position because the mission of the district, knowledge, leadership qualities, responsibilities, and characteristics you are seeking closely align with my experience, education and career aspirations. I am currently Superintendent of Schools for South Summit School District. During my tenure I have established an education foundation, facilitated a change in vision, mission, and logo and re-invigorated the emphasis on a culture of professional learning communities (PLC's). Prior to serving as superintendent I was an Associate Vice President and Dean of Students at Utah Valley University. During my tenure the institution significantly increased student enrollments and managed volatile economic shifts, allowing me considerable experience in managing growth, community engagement, strategic planning and communications.

My philosophy of education is systemic and not silos. Local pre-schools to colleges and universities share the same learners and must be supportive and collaborative of one another to empower the learner to achieve their highest potential. I believe in public education, I am a proud graduate of the Utah public school system, I value the strength of the district and believe I have the vision, collaboration skills, and passion to lead the Wasatch District to be nationally recognized for world-class education, both in and outside of the classroom. Below is a brief description of some professional experiences and projects I accomplished that will provide you with an understanding of my educational philosophy, leadership abilities, administration and management philosophy and commitment to student success and public education.

I have a solid history of leadership experiences where I have demonstrated effective interpersonal communication, fiscal management, problem solving, and decision-making skills. I am a person that handles multiple projects, deadlines and directives in a consistent and competent manner. I believe this leadership philosophy and style can only be accomplished through having a strategic plan that provides a vision for the district that is embraced by the Board of Education, students, faculty, staff, administration and community. I have engaged internal and external stakeholders in this process this past year. I previously served on UVU's Presidential Executive Leadership Council (PELC) that is responsible for developing and implementing the University's strategic plan and fulfilling the unique educational mission. A well-developed strategic vision, mission and plan is a living document that guides the work of the District and allows the Board, administration and faculty to be consistently dedicated to student achievement and producers of life-long learners.

My first full-time position in education was developing and facilitating continuing education programs for Utah State University. The position was a perfect combination of collaboration with academic departments, student services, administrative services and public/private industry. A few of my accomplishments included working with two faculty members to develop, market, and implement a preparatory course for the GRE. The cost of the course developed was much less than private companies were charging and students were scoring at their target score. I also worked with the Dean of the College of Agriculture to host a national water and natural resources conference. A third project consisted of working with local nurses and mid- wives to facilitate a lactation seminar for health care professionals. The opportunity to be engaged in curriculum and pedagogy

development, academic assessment based on data, and course adjustment based on learning outcomes was incredibly valuable. I believe this experience was my first effective PLC. Although I loved all aspects of the job, the most rewarding was working individually with students, so I pursued a position as an academic counselor.

The central advisement office at Utah Valley State College served students who were undecided and also those that did not have an advisor for their academic department. However, there was a separate office that provided career exploration counseling. After my first year in that position I had gained enough credibility that I initiated conversations regarding the merger of those two offices, which was a model I had researched during graduate school and knew would be effective in facilitation of personalized advisement. The structure would accommodate students to have a counselor, which not only provided academic counseling, but also assisted in their connection to campus resources and career exploration. The model provided seamless support, which is a foundational philosophy of mine. The two offices were merged and still exist today. I have had the privilege of watching it triple in staff during the past fifteen years.

Earlier in my career I was invited to be part of a team to conduct a SWOT analysis of student support services at the college, review best practices from other institutions and recommend solutions to improve efficiencies and provide better support services. The implementation has taken several years and the support of three university presidents, but the outcomes include the development of a One Stop for students to receive assistance for all enrollment functions (financial aid, admissions, registration, bursar, parking and tickets for events). A second outcome includes the extension of enrollment and advisement services at six locations throughout campus at Instant INFO and self-service kiosk stations, operated by peer advisors. Perhaps most significant was the development of an evolving strategic marketing and recruitment plan, which has resulted in nearly doubling enrollments during this same period of time.

My experience working with the re-engineering team and leading the advisement initiative led to the decision for administration to ask me to lead the implementation team for the project of converting to a new student information system (SIS). I became fully immersed in enrollment services, curriculum management, IT, academic scheduling and data needs for both student support and academic divisions. The experience was incredible and I gained a tremendous amount of knowledge and respect for the operations in those areas. The successful implementation is now facilitating online services to students and allowing departments increased access to data needed for strategic decision-making and daily operation. Technology for both students and staff is a critical tool to be effective and efficient.

Achieving the full-vision of the district's mission and goals is difficult to be accomplished with the limited state and local resources. I recognize the role I will have in community/business engagement. I enjoy fundraising and supporting the work of the Wasatch Community (school district) Foundation because I recognize the importance to supplement scholarships, endowments and other projects that support student success and the strategic directions for the District. I enjoy working with local businesses, industry and community members to foster relationships where they can be partners with the District and support the economic vitality of the community. I had the opportunity to serve as the WCF Education chair and on the executive committee for three years and fully support this mission critical responsibility.

In both my role as Superintendent and at UVU I have been deeply engaged in developing partnerships with K-12 and higher education leaders. I assisted the UVU and MATC presidents in the leadership of our K-16 Alliance. The Alliance focus is on seamless transition issues, primarily related to reducing the number of remediation courses students take and developing effective counseling/advising networks between the systems. I have also enjoyed the opportunities to participate in the BYU partnership and have found it to be a great learning opportunity for professionals.

I embrace the contribution of public education and post-secondary education to support the economic sustainability and development of the service region and the global community. I was elected nearly four years ago to serve on the Wasatch County School Board and have gained tremendous insight into the governance structure, professional learning communities, school improvement goals and successful interventions of this incredible District. As I mentioned earlier I believe that we are not silos and my desire to work in the Pk-12 system at this stage in my career is because I know that I can lead a team of innovative educators that will make a difference for students who will be prepared for post-high school educational, career and civic responsibilities.

I enjoy working within a shared governance environment and have success interfacing with diverse individuals, boards, committees, councils, task forces etc. Finding common ground on which to work together is my foundation for effective communication at all levels. My skills will be an asset for communicating with colleagues, community members, legislators, business leaders and most importantly students. I completely understand and embrace my role as an administrator for the Board of Education and will be a transparent, innovative and communicative leader.

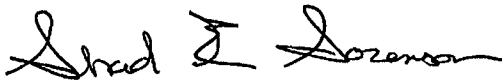
I have practical application research interests in leadership, organizational change, learning styles/environments and diversity/multiculturalism. My doctoral dissertation focused on developing a scorecard to monitor the success of under-served populations. These research interests influence my ability to build strong internal and external networks with stakeholders. I believe this position is so important because the vision and direction of the District impacts the retention and completion of students today and the educational system for generations.

I chose a career in education because I personally know quality education positively impacts and improves a person's life. My desire in seeking this position is to lead a team of educators and engage a community, which I love, that supports rigorous and engaging learning and facilitates programs and services for students, employees, and community members to achieve their academic and personal development endeavors.

Almost every job interview concludes with the question, "Why should we select you over the other candidates?" My response is simply that I am passionate about the impact that education provides to the student and the global community. I work in the trenches when needed and I am also a leader with vision that is committed to the forward strategic movement of the District. I am a person that builds relationships on trust, collegiality and collaboration. These relationships allow me to be a leader and achieve results.

I look forward to being able to meet and personally discuss my qualifications and enthusiasm for this position. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Shad E. Sorenson". The signature is fluid and cursive, with the first name "Shad" being the most prominent.

Shad E. Sorenson, Ed.D.

Shad E. Sorenson

Curriculum Vita

Contact Information

South Summit School District (District Business)
285 East 400 South
Kamas, Utah 84036
(435) 783-4301
ssorenson@ssummit.org

Residence

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Education

Educational Leadership and Policy Ed.D, University of Utah, Salt Lake City UT, June 2006

Student Personnel/Human Resource Management MSS, Utah State University, Logan UT, June 1997

Business Management/Marketing BA, Utah Valley State College, Orem UT, May 1995

Hospitality Management AAS, Utah Valley Community College, Orem UT, May 1993

Teaching Experience

University Student Success	Fall 1999-Fall 2015	Utah Valley University
Principles of Marketing	Spring 1999	Utah Valley State College
Fundamentals of Marketing	Fall 1998	Utah Valley State College
Human Resource Management	Summer 1996	Utah Valley State College
Career Exploration - TA	Fall 1996 - Spring 1997	Utah State University

Professional Experience

Superintendent of Schools

South Summit School District, Kamas, UT July 2014 - Present

Provides leadership, vision and direction as the Chief Executive Officer (CEO) of the District.

Responsible for the effective instructional and business operations of the District, including keeping the Board of Education informed of the condition of the District's education system so they can make informed decisions and facilitating effective communication between the Board and stakeholders.

Performs all the duties and accepts all of the responsibilities usually required of a Superintendent as prescribed by the education laws of the state of Utah, the rules and regulations of the Utah State Board of Education and Utah State Office of Education,

laws and regulations of the United States, statutes of Utah, and the policies, rules, and regulations established by the Board of Education.

Dean of Students/Associate Vice-President for Student Life

Utah Valley University, Orem, UT June 2013-July 2015

Provided overall leadership and supervision to the Dean of Students Division, including: Student Conduct and Conflict Resolution, Accessibility (disability) Services, Campus Recreation and Wellness, Student Leadership and Involvement, Student Union, Volunteer and Service Learning, Health Services, Housing and Residence Life and the Wasatch Campus. The mission of the division is to provide a vibrant student community that embraces the cultivation of learning and development.

Facilitated the crisis management and emergency preparation coordination for Student Affairs with community leaders including Chief of Police, City Council and community service organizations.

Served as an ambassador for the University with alumni, parents, students, legislators and other community leaders.

Provided vision and direction for the division, including strategic planning, budgeting and accountability to facilitate learning and development in programming and services provided outside of the classroom.

Associate Vice-President for Student Support Services

Utah Valley University, Orem, UT May 2009 – June 2013

Provided leadership and supported the University's commitment to an academic community dedicated to excellence in engaged learning, community engagement, university student experience and resource development and efficiencies.

Provided vision and leadership for the achievement of the Student Affairs strategic collaboration, service and innovative goals and initiatives.

Responsible for planning, supervision, evaluation and financial management for Wasatch Campus and Student Support Services including: Advisor Training & Development, Accessibility Services, Career Development Services, Institute for Professional Engagement, International Student Services, Multicultural Services, National Student Exchange, TRiO-Student Support Services, Testing and Assessment Services and Wasatch Campus.

Coordinated university and community committees in the areas of advisement leadership, K-16 initiatives, retention, diversity, community & government relations, extended education and other ad hoc committees to encourage and promote student success and retention.

Campus Administrator for Wasatch Campus (Assistant Vice-President)

Utah Valley University, Heber City, UT December 2006-May 2009

Formulated and directed administration of plans and programs for the Wasatch Campus, under the direction of the President and Vice Presidents for Academic and Student Affairs.

Collaborated with academic vice president and deans' to plan, initiate and evaluate academic and life-long learning programs at the Wasatch Campus.

Administered fiscal, human resources and physical planning such as budgets, hiring, training, supervising personnel and building projects.

Developed and maintained professional relationships with representatives of business and industry, government, public education, community and college officials to promote campus objectives and policies.

Supervised the following services at the Wasatch Campus: prospective student services and enrollment marketing, career and academic counseling, library, testing services, IT, enrollment services, student life, facilities, campus relations and marketing, course scheduling, and administrative services.

Assistant Vice President Student Services, Advisement and Student Banner
Utah Valley State College, Orem, UT January 2005-December 2006

Directed all aspects of the Student Banner Module to facilitate the Strategic Enrollment Management objectives.

Supervised the following offices: Accessibility Services, Career and Academic Counseling, Student Success Center, Multicultural Center, Testing Services, Trio Services, and Advisor Training.

Director of Academic Advisor Training & Student Instant Information
Utah Valley State College, Orem, UT October 2001-January 2005

Directed all aspects of developing, implementing and evaluating the academic advisor training program.

Managed, trained and evaluated the performance of full-time and part-time academic counselors/trainers, Instant Info manager and peer advisors.

Chaired Advisement Forum with the responsibility to coordinate training and communication of policies, procedures and information to 200 plus UVSC faculty and staff.

Coordinated academic policies and procedures related to advising with executive administration, academic deans and advisors.

Wrote grants and secured funding resources for areas of responsibility.

Accessibility Services Director
Utah Valley State College, Orem, UT August 2000-October 2001

Directed the activities of the department in counseling students regarding education/disability accommodations applicable under Federal/State law, including but not limited to ADA Section 504 and Voc. Rehab. Act of 1973 amended.

Evaluated, hired, trained, and supervised the activities of professional counselors, coordinators, and support staff.

Managed the provision of services and accommodations for students with disabilities. Developed, wrote, implemented, evaluated, and revised policies/procedures to ensure compliance of the Americans with Disabilities Act (1990), ADA Grievance Hearings, and ADA Complaint Investigations.

Established effective collaborative relationships with other student service departments, faculty, and off-campus agencies to assure comprehensive service delivery of activities that addressed individual needs of students with disabilities.
Coordinated, wrote, and managed grants.

Career and Academic Counseling Center Assistant Director

Utah Valley State College, Orem, UT August 1998 - August 2000

Advised prospective, new, and transfer students in aspects of academic programs.

Counseled students concerning academic performance, career exploration, and life planning.

Recruited prospective students at college fairs and high school recruitment activities.

Administered and interpreted career assessments and aptitude tests.

Represented office on numerous campus committees.

Chaired College Advisement Board and Steering Committee.

Assisted the director in the day-to-day office management functions.

Personal & Professional Development Program Specialist

Utah State University, Logan, UT September 1997-August 1998

Managed a small conference support team.

Collaborated with faculty, administrators, committees and program chairpersons in the potential funding, development, design, planning and execution of personal and professional development programs.

Designed and developed personal and professional development conference programs, including managing program budget and expenditures, developing marketing and promotion strategies to advertise programs and planned and arranged conference logistics.

Career Exploration Center and Financial Aid Graduate Assistantship

Utah State University, Logan, UT January 1996-June 1997

Co-taught "Career Exploration 101"

Counseled students in academic planning, scheduling, and career and life planning issues, under the direction of the director.

Trained clients to use career exploration computer programs such as SIGI+ and GIS.

Instructed seminars, workshops, classes, and served as a teaching assistant.

Administered and interpreted career assessment tests.

Assisted students and office staff in the areas of scholarships, student loans, data verification, inputting of records, student employment, and work study.

Front Desk Manager

Olympia Park Hotel and Conference Center, Park City, UT November 1992-January 1996

Managed a 15-person front office staff with primary responsibility to recruit, select, train and motivate a premier customer service team. Additional responsibilities included:

Budgeting - responsible for meeting monthly and annual budget goals.

Sales and Marketing - assisted the S&M division by providing support for conferences.

Public Relations - responsible to provide all necessary details to insure comfortable and superior accommodations for the guest.

Voluntary Leadership

Community Service

Wasatch County Board Of Education – (January 2013-December 2016)

Heber Valley Chamber of Commerce Board of Directors – (2007-2014)

Wasatch Community Foundation Board of Directors (Education Chair) – (2008-2014)

Business Expansion and Retention Advisory Council – (2010-2012)

Midway Swiss Days Committee – (2006-Current)

Heber Valley 2020 Visioning Committee – (2007)

Chair of local arthritis drive – (1988)

Scout Master/youth group leader for young men and woman (2004-Current)

Community 4-H leader – (1988)

Merit badge counselor for Boy Scouts of America – (2000-Current)

Student Body President (94-95), Inter-Club Council President (93-94)

Utah Valley State College, Orem, UT April 1993 - May 1995

Recruited and Trained student leaders.

Administered student fees budgets of \$100,000.00.

Chief Executive Officer for the Associated Students of Utah Valley State College.

Advised and Counseled other students in issues related to their education.

Member of the Board of Trustees, Presidents Council, Minority Council, Student Volunteer and several other campus boards.

Missionary Service

Canada Winnipeg Mission, August 1989-1991

Community Service working in the Manitoba Development Center, Salvation Army Christmas project, and other project for individual families.

Assisted the mission president through, supervision, training, and instructing missionary staff as his assistant.

Taught & Facilitated small group discussions.

Presentations Papers and Training Seminars

“Developing an Individualized Student Learning Community”

Developed curriculum and a training module for faculty to use in the classroom to assist students in organizing learning communities and long term academic plans.

“Developing and Implementing an Academic Advisor Training Program”

Developed/presented a presentation for the NACADA National Conference and Regional Conference outlining the step taken at UVSC to develop and implement a training program at UVSC. The program includes on-line and computer based training, personal training, small group seminars and an Advisement Forum.

“Advising Certification Programs – Would it Work?”

Presented at the UVSC Leadership conference to the Advisement Forum the possibilities and benefits of developing and implementing an advisor certification program at UVSC, according to the standards outlined by NACADA.

“Managing Change”

Developed an Advisor II Certification workshop for the American Student Association of Community College. The workshop included a discussion regarding organizational change theories and practical application exercises. The second part of the workshop focused on diversity and how to manage change for inclusion within the organization.

Academic Advising 101

Developed orientation and training sessions for academic advisors. The program consists of on-line interactive information and small group/individualized training.

Credit Options for Non-traditional Credit Programs

Co-presented by Shad Sorenson and Tom Borg. Developed by Cami McClure Association for Conference Planners. Norfolk VA, 1997.

UVSC by Choice

Presented to potential UVSC students at over 30 Utah and Nevada high schools, 1998 & 1999

Academic Standards

Presented the UVSC Academic Standards Workshop to students on academic probation and suspension. Workshop includes policy information, study skills, and campus resources.

What do I want to be when I grow UP?

A career exploration workshop to help students understand their Strong Interest Inventory and Myers Briggs assessment scores and how to research careers using CHOICES.

Outstanding Student Award and Scholarship

Presented the Outstanding Student Award and UVSC Scholarships to recipients at Payson and Layton High Schools.

International Student Orientation

Presented general advising information and standards policy to ESL classes and for the International Student orientation. I have also conducted the campus orientation for new UVSC students.

Administrative and Committee Assignments

- * Opportunities Conference Planning Chair 2015-Current
- * Summit County Behavioral Health Committee 2016- Current
- * Utah School Superintendents Association Risk Management Committee 2014-Current
- * Co-chair Academic Advisement Leadership Council 2005-2006 and 2009-2013
- * Co-chair Global and Intercultural Advisory Council 2009-2013
- * K-16 Alliance (Staff to Board) 2008-2014
- * UV Professional Development Pillar of Distinction Exploration Committee 2005
- * UHESA President, 2004-2005.
- * Banner Conversion Student Module Team Lead 2002-2005.
- * NASPA State Conference Planning Committee Chair 2002-2003.
- * UVSC PACE President, 2003-2004.
- * UVSC PACE Vice-president, 1999-2000.
- * PACE Policy Review and Education/Service Committee's liaison, 1999-2000.
- * Chair UVSC Advisement Board and Steering Committee, 1999-2002.
- * UVSC Institutional Effectiveness Council, 2000-2001.
- * Vision for Tomorrow - Faculty/Staff Capital Campaign Fund Committee, 1999.
- * Building the Legacy- Faculty/Staff Capital Campaign Fund Committee, 1998.
- * Parents Night 2000 planning committee.
- * UV START (Orientation Re-engineering) task force. Chair FUN START committee 1999-2000.
- * Development team for the student recruitment video, AUVSC by Choice, @ 1999.
- * UVSC Student Services Re-engineering Clusters A& B.
- * USU Prof. Employees Association Personal & Professional Development Committee Chair, 1998-2000.
- * National Board Member of American Student Assoc. of Community Colleges, 1994-95
- * Vice President Student Alumni Representative, 1992-93
- * Chairperson for a Career Luncheon for Alumni & Students, 1992-93.

Publications, Recognition, Honors, Awards, Citations and Certifications

* Sorenson, S., McClellan, J., Moser, C., Tibbitts, P., & Wattereus, J. (2006). New advisor training at Utah Valley State College. In: The New Advisor Guidebook: Mastering the Art of Academic Advising Through the First Year and Beyond. Monograph Series, no 16. Manhattan, KS: National Academic Advising Association.

*New Advisor Training Program Publicized in the NACADA Training Monograph 2003

* Sorenson, S. E. (2006) *A Monitoring System to Achieve Greater Racial/Ethnic Diversity and Academic Success for students of Color*. Unpublished doctoral dissertation, University of Utah.

*UVU Board of Trustee's Award of Excellence 2010

*IT Project + Course Completion Certificate – New Horizons March 2004

*UVSC VP Award of Excellence for Excellence

*UVSC Adjunct Teacher of the Year (Learning Enrichment), 2000.

*National DEX Marketing Competition, third place, 1993.

Research Interests

- * Standards Based Learning and Grading
- * Educational Leadership and Administration
- * The First Year Experience
- * Student Development and Leadership
- * Academic Advising and Career Counseling
- * Personnel Training and Development
- * Symposium & Conference Planning

- * Professional Learning Committees
- * Student Orientation
- * Creative Problem Solving
- * Human and Consumer Relations
- * Learning Styles

Conferences and Workshops Attended

- * National School Boards Association
- * Utah School Boards Association
- * Utah School Superintendent's Association
- * Professional Learning Communities National Training
- * National Academic Advisement Association (National, Regional and Institutes)
- * National Conference for Race and Ethnicity
- * Implementing a Strategic Driven One Stop Student Service
- * National Association of Student Personnel Administrators (National, Regional and State)
- * SCT National Conferences
- * National Association Career & Academic Directors Association
- * National Orientation Directors Association
- * National Association for Higher Education And Disabilities
- * Utah Advising and Orientation
- * Becoming a Master Student Instructor Training sponsored by Houghton Mifflin
- * Meeting the Challenge of Student Retention
- * Transfer Advising Conference
- * National Student Advocacy Conference

Hobbies and Interests

Family Activities
Biking
Reading
Yard Work

Swimming
Travel & Food
Camping
Theater

Professional References:

Available Upon Request

SUPERINTENDENT APPLICATION WASATCH COUNTY SCHOOL DISTRICT

A. PERSONAL INFORMATION

Date June 6, 2016

Full Name Shad E. Sorenson

Present Address [REDACTED]

City [REDACTED]

State [REDACTED]

Zip [REDACTED]

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

Present Position Superintendent of Schools - South Summit School District

B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
University of Utah	Salt Lake City, UT	Ed.D	ED Leadership & Policy		YES
Utah State University	Logan, UT	MSS	Human Resource	Student Development	YES
Utah Valley University	Orem, UT	BS	Business Management	Marketing	YES

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
South Summit School Dist.	See Resume	See Resume
Utah Valley University	See Resume	See Resume
Utah State University	See Resume	See Resume

Other Professional Experience:

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

My pathway as an educator has been a rewarding journey. I majored in education my first
year of college. I switched my major to Business Management and have appreciated the
general business skills I gained in finance, accounting, marketing and management. The
knowledge has been beneficial in fulfilling my administrative responsibilities. I loved teaching
and pursued a masters degree in Human Resources and Student Development, the major
focused heavily on training and education in an academic and business sector. My
professional experience has spanned the pk-16 spectrum and is more detailed in my letter
of intent. I earned a doctorate in Education Leadership and Policy, which has been
foundational in my preparation to fulfilling my administrative positions. I also taught a freshman
academic success course, equivalent to a high school senior teaching experience, for many ye

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.

My educational course work and professional experiences have provided me management

experiences and financial oversight of District and departmental budgets. I believe

in people and strive to provide them with the direction and resources to be successful.

I was responsible for the implementation of a new student information system at UVU, where

I became actively involved in IT and lead a team of several programmers and a DBA. I also

supervised the disability services office at Utah Valley University and have a strong back-

ground of national and state laws and regulations.

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 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
See Attached			

G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
Dr. Matthew Holland	([REDACTED])	Utah Valley University President
Craig Hicken	[REDACTED]	So. Summit Board of Education President
Paula Vee Kerr	[REDACTED]	Educator

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

Name	Relationship	Where Employed
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]

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.

NA

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: Shad E. Sorenson

SIGNATURE OF APPLICANT: Shad E Sorenson Date 6-June-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

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?

The UVU Wasatch Campus serves Wasatch and Summit counties and operates primarily as a community college with a Bachelor of Science program available in elementary education. I was asked by the University president almost ten years ago to assume the role of campus administrator, under less than ideal circumstances. The president had reassigned the administrator and his assistant dean to the main campus and the local community was divided in loyalty. There was a major disconnect and philosophical differences between the academic leaders in Orem and Wasatch. My priorities were to implement a model of integration between the two campuses, develop an identity for the Wasatch Campus and strengthen community support for the campus.

During my tenure as the campus administrator, the economy downturn required financial adjustments for the campus because the cost per student at the satellite campus was almost four times as much as the main campus. Although administration valued and supported rural education, the university could not continue to financially subsidize that great of a difference. The hardest experience of my professional life was working through the downsizing and restructuring of the campus. However, because of my focus on integration it made it possible to hold the academic programs harmless, meaning all classes were still offered. However to achieve this goal I had to implement a significant change in the delivery of support services to reduce costs.

Maintaining morale when the majority of the staff was terminated was extremely difficult. My primary concern was to assist these individuals to transition into their next chapter of life in an equal or better situation, which was the case with almost everyone. A few selected retirement earlier than planned, but most had opportunities that provided equal or better compensation and opportunity. During this time I spent countless hours career counseling, writing letters of recommendation and supporting the transition of their work into the new delivery model. I learned the value of giving time to listening for understanding. Perception is a person's reality and people feel the way they do. My role was to understand how they felt and support them in a meaningful and helpful way, while not undermining the administrative decision.

Circumstances and situations, both positive and negative, will happen. However, the importance of working with people in an honest, transparent and supportive way is absolutely critical to managing conflicting and challenging policy and/or organizational change. Certainly from my perception the campus restructure is not a perfect outcome nor has the vision I had for the campus come to fruition. However the academic opportunities for students were held harmless and are available today. The university didn't abandon the region of Summit and Wasatch counties, which was a major concern and the Campus is still operating and striving to reach its potential.

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

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

The power of one is an undeniable component of exceptional education. I refer to the power of one teacher to one individual influencing students to become empowered and excited life-long learners. I also refer to the power of one-to-one technology devices and other classroom technology that can assist faculty in their teaching. Technology will never replace a teacher, but it can and should be used by the faculty as a tool to alter the work they do and enhance their pedagogy. I am a strong advocate of one-to-one devices in the educational system and then using them to full capacity.

Public education's primary objective is to partner with families in preparing today's student to be college and career ready tomorrow. The role of technology in our public schools is absolutely essential in preparing young people to be competent and competitive in the global economy. There is not a profession that does not utilize technological devices to perform their work. Certainly the advancement of technology would make it impossible to expose students and give them experience on every type of device or software they will utilize in their profession, but that is not the purpose of technology in the classroom. The purpose and role of technology is to prepare them to be life-long learners and consumers of technology. Students need to feel confident in their ability to learn and utilize new software, hardware and devices. Wasatch High School graduates are fortunate to have the opportunity and exposure to technology in every grade of their public education. Technology is not a replacement for good instruction, but a tool to assist students in their learning.

I think it is so unfair to taxpayers and disingenuous to students to invest precious resources in technology and then not fully utilize it in the curriculum. Information Technology (IT) plays a vital role in meeting the needs of the broad range of abilities, disabilities, cultural backgrounds and ethnic populations represented in the district. My focus is to ensure that information technology serves a predominant function in the lives and work habits of students and employee and we recognize and embrace the critical role played by technology in the delivery of classroom instruction, as well as new opportunities for more effective communication for students, staff, parents and the board.

There is no denying that many school-age students are connected to their phones, devices and computers. My philosophy is that instead of fighting the students we should embrace the technology and communication channels that are available. If our children are to excel in a fast-changing, global society, we must harness the technology resources they need to function in a digital age. We must remember our commitment to their future as we set priorities and establish policies on their behalf.

Equally important to obtaining and using technology is the assessment of its effectiveness and also being tenaciously focused on having filters and software for it to be a safe environment for our students. In order to fairly measure the effectiveness of IT in our schools, there must be multiple measures, not just standardized testing which is important but not the only measurement. Students, parents and faculty are valuable resources for collecting data in addition to the success of our students in their post high school scholarship success and professional opportunities. I believe it is very important to utilize the PLC's in the implementation and measurement of IT effectiveness.

Analysis of effectiveness must be multi-faceted. I would work with educators, IT support staff, and parents to develop a technology effectiveness score card that would examine the technology from multiple perspectives including student growth, cost, professional development for faculty, and parental input. The data will be helpful in establishing goals and objectives to continually improve technology in our school system.

Report Results

[Return](#)

University of Utah Unofficial Transcript

Name: SORENSON, SHAD E

Student ID: [REDACTED]

SSN: [REDACTED]

Birthdate: [REDACTED]

UNIVERSITY OF UTAH DEGREES

Doctor of Education

Major in Educational Leadership and Policy

Confer Date: December 15, 2006

DEGREES AWARDED BY OTHER INSTITUTIONS

UTAH VALLEY UNIVERSITY

OREM, UT

Bachelor of Science

April 27, 1995

UTAH STATE UNIVERSITY

LOGAN, UT

Master of Science

June 07, 1997

BEGINNING OF GRADUATE SEMESTER CAREER

Summer 1999

ELP	6030	Intro Research Design	3.00	3.00	A
ELP	6210	Ldrship-Ed Orgs	3.00	3.00	A

Term GPA: 4.000	6.000	6.000
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Fall 1999

ELP	7040	Quant Research Meth	3.00	3.00	A-
ELP	7220	Leadership Theory	3.00	3.00	A-

Term GPA: 3.700	6.000	6.000
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Spring 2000

ELP	7060	Qual Research Meth I	3.00	3.00	A
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ELP	7240	Organizational Theory	3.00	3.00	A
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Term GPA: 4.000	6.000	6.000
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Summer 2000

ELP	6011	Computer Applications	1.00	1.00	CR
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ELP	6430	Politics Of Education	3.00	3.00	A
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ELP	6450	Ed Budget & Finance	3.00	3.00	A-
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Term GPA: 3.850	7.000	7.000
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Fall 2000

ELP	6350	Personnel Admin	3.00	3.00	A-
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ELP	7570	Hi Ed Finance	3.00	3.00	A
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Term GPA: 3.850	6.000	6.000
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Spring 2001

ELP	7360	Human Res Theory & Resch	3.00	3.00	A
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ELP	7440	Educational Policy	3.00	3.00	A-
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Term GPA: 3.850	6.000	6.000
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Summer 2001

ELP	7700	App Field Research	3.00	3.00	A
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Term GPA: 4.000	3.000	3.000
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Fall 2001

ELP	6550	Student Affairs Admin	3.00	3.00	A
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ELP	7700	App Field Research	6.00	6.00	A
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Term GPA: 4.000	9.000	9.000
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Spring 2002

ELP	6580	Multiculturalism/Div High Ed	3.00	3.00	A
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ELP	7700	App Field Research	6.00	6.00	A
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Term GPA: 4.000	9.000	9.000
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Fall 2002

ELP	7970	Thesis Research-Doc	7.00	7.00	CR
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Term GPA: 0.000 7.000 7.000

Spring 2003

ELP 7970 Thesis Research-Doc 7.00 7.00 CR

Term GPA: 0.000 7.000 7.000

Fall 2003

ELP 7980 Faculty Consult-Doc 3.00 3.00 CR

Term GPA: 0.000 3.000 3.000

Spring 2004

ELP 7980 Faculty Consult-Doc 3.00 3.00 CR

Term GPA: 0.000 3.000 3.000

Fall 2004

ELP 7980 Faculty Consult-Doc 3.00 3.00 CR

Term GPA: 0.000 3.000 3.000

Spring 2005

ELP 7980 Faculty Consult-Doc 3.00 3.00 A

Term GPA: 4.000 3.000 3.000

Spring 2006

ELP 7980 Faculty Consult-Doc 3.00 3.00 CR

Term GPA: 0.000 3.000 3.000

-----CAREER SUMMARY-----

Cumulative GPA: 3.925

Cumulative GPA Units: 60.000

Units Enrolled: 87.000

U of U Units Earned: 87.000

Total Transfer Units: 0.000

Total Test Credit: 0.000

Total Other Credit: 0.000

Cumulative Units

87.000

END OF GRADUATE SEMESTER CAREER

Return