

J.T. Stroder

Current Address:

[REDACTED]
[REDACTED]
[REDACTED]

Permanent Address:

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

Objective

Position utilizing the qualities of leadership such as communication, ethics, empathic listening, equity, fairness, and problem solving to lead organizations into a technological 21st century with new visions for success.

Education

2013 Montana State University
EdD Educational Leadership in Progress
2006 University of Idaho
EdS Educational Leadership
2001 Baylor University, Waco TX
MSED Educational Administration
1998 Baylor University, Waco TX
BSE Earth Science/History
1989 Navarro College, Corsicana Texas
Associates Geology

Honors

Deans List Baylor University; Phi Theta Alpha Honors.

Credentials

September 2012 Montana Superintendent Certification
July 2009 Texas Superintendent Certification
August 2006 Idaho Superintendent Certification
August 2002 Idaho Principal K-12; Secondary Teaching Earth Science and History
July 2001 Texas Standard Principal K-12
May 1998 Texas Lifetime Teaching. Secondary Earth Science and History

Activities/Awards/Organizational Improvement.

Texas Gold Leadership Circle Award (Finances)
Texas Recognized District 2010 (moved up from Academically Acceptable)
Texas "Steps Up" LEA Level 3 (Highest level awarded)
Texas Association of School Administrators
Texas ACT College Readiness Award
National Blue Ribbon Award 2009 (Dramatic Academic Improvement)
Region 4 Administrative Representative on the Idaho Legislative Committee
Idaho Association of School Administrators
Thailand Institute 2001
Montana- #1 ranked HS in Montana three years running and moved up nationally from 475 to 200.
Montana-Best RTI School in Montana.
2016 Grant Recipient for the US Green Building Council's Pilot Program for the first LEED certified school in Montana

Relevant Experience

- 6/2012-Current Superintendent in Gardiner School District (Enrollment 250) Number one ranked school district in Montana (US News). Dealt with one of the largest financial crisis that the district faced in its history when the National Park Service defaulted on payment for their students. It took work with two states, two governors, and the Montana Federal delegation to solve.
- 4/09-6/2012 Superintendent Ingram Independent School District (Enrollment 1100)
I was brought in as a turnaround specialist through Baylor University contacts based on my experience at Camas. In one year we erased a 1.5 million dollar deficit from the previous administration and added \$200,000 to the district's fund balance. This avoided a Financial Audit from TEA as the district had dropped below its fund balance pad the year before I arrived. The entire district moved up from "Academically Acceptable" to "Recognized", having never obtained that status in the age of Texas current accountability system. Middle school moved from "Recognized" to "Exemplary". Won the 2011 ACT award in Texas (Only 10% of High Schools in Texas earned) for dramatically increasing the number of ACT test takers as well as scores. TEA changed the way they calculate the finances for consolidations based on a unique scenario and loophole that I discovered with their formula.
- 7/04- 4/09 Superintendent Camas County School District #121(Enrollment 200)
In 2009 we were awarded the National Blue Ribbon Award for dramatic academic growth becoming only the second school in Idaho to receive the award in 25 years. In a three year time span we achieved the highest growth in the state of Idaho. We gained 33% points in math and 17 in Reading.
Responsibilities: Development of curriculum in the core subject areas for the Idaho State Achievement Standards. Implementation of the Response to Intervention model. Budget preparation and adoption for the district. Supervision and evaluation of all academic staff. Development and maintenance of the School Improvement Plan for Accreditation through the Northwest Association of Schools and Colleges and the State of Idaho. Had the opportunity to move back to my home state and build a program at a larger district similar to what I did at Camas.
- 5/02- 6/04 Principal/Director of Academics Northwest Academy Naples, ID.
Director of Idaho State Achievement Test for the North Idaho Region.

Responsibilities: Development of curriculum in the core subject areas for the Idaho State Achievement Standards. Supervision and evaluation of the Academic staff at Northwest Academy. Development and maintenance of the School Improvement Plan for Accreditation through the Northwest Association of Schools and Colleges and the State of Idaho. Design and implementation of parent and student handbooks. Development and implementation of a Peer Review system for the North Idaho region. Liaison with Northwest Evaluation Association in administering the Idaho State Achievement Test. Moved closer to Boise Idaho to pursue my EdS at the University of Idaho.
- 6/01-5/02 Assistant Principal (Internship) University High School Waco, TX.

University High School is a large inner-city school district serving 1100 students and 65 staff. Duties included: Supervision of staff. Development and monitoring of student discipline plan. Facilitation of Site-based committee. Summer school coordination. Data analysis of TAAS results. Assistant Athletic Director. Was offered a position at Northwest Academy by the Brown Schools (I worked with them through the JJAEP program in Waco) to Develop a Junior/Senior Program for at-risk kids in Bonners Ferry, ID.
- 8/96-5/01 Teacher/Coordinator of Technology McLennan County Challenge Academy

McLennan County Challenge Academy was the pilot program for the JJAEP's in the state of Texas. Duties included: Teaching a self-contained classroom of 30 At-Risk students (95% low SES, 70% minority, 73% IEP). Writing and developing curriculum for At-Risk populations. Maintenance and development of IEP's. Design of a discipline system based on the Boy's Town format and Ruby Payne principles. Design and implementation of a PLATO technology lab. I started my administrative internship at University High School.

10/88-8/96

Director of Seismic Division, SUGI Corporation, Dallas TX.

Coordinated Seismic processing and acquisition for the Northeast region of the U.S. Quality control of seismic processing methods. Supervise staff of 76. I left SUGI because I discovered a career path that I had a passion for in educating kids.

Personal Statement

I am very enthusiastic and passionate about my life's calling which is education. I am thorough and give a lot of thought to important decisions to be made, considering all of the ramifications. Integrity and ethics are a very important part of who I am as I was raised in a very conservative southern home where your word was your bond. I enjoy life to the fullest and enjoy the interpersonal relationships and interactions with others. My faith is a very important part of my life and has shaped who I am as a man. I strive to always learn more and to always look for ways to grow as a person and an educator.

Educational Philosophy

I believe that every child is an individual, unique in the entire world. They have a soul, an eternal destiny, and a special purpose on this earth. It is our job as educators to put everything we are capable of into helping them find it.

References

Can Provide my current board president contact information only if interested in pursuing beyond screening stage.

Olen Hicks, former School Board President [REDACTED]

Ed Marshall [REDACTED] Retired Sup, Camas County and Kuna.

Theresa Keel (Former Curriculum and Federal Programs Director, Current Superintendent Pettus, TX) [REDACTED]
[REDACTED]

Wendy Strickler (District Clerk/Business Manager Camas County Schools) [REDACTED]

SUPERINTENDENT APPLICATION WASATCH COUNTY SCHOOL DISTRICT

A. PERSONAL INFORMATION

Date 5/31/16

Full Name JT Stroder

Present Address

City

State

Zip

Telephone Number

e-mail address

Present Position Superintendent Gardiner School District

B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
University of Idaho	Moscow, ID	EdS	Ed Leadership		
Baylor University	Waco, TX	MSE	Ed Admin		
Baylor University	Waco, TX	BSE	Education		

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
Gardiner Schools 510 Stone St, Gardiner, MT 59027 Pat Baltzley	Superintendent?US News and World Report # 1 School in Montana 5 years	2012-Current
Ingram ISD 610 College St Ingram, TX 78025 Olen Hicks	Superintendent/Texas Gold Leadership Award	2009-2012
Carnas County Schools 510 Soldier Road Fairfield, ID 83327 Claude Ballard	Superintendent-Principal?National Blue Ribbon	2004-2009
CEDU Schools Boanners Ferry, ID Lori Rist	Principal	2002-2004
LaVega ISD Waco, TX Jeff Hebert	Teacher 6-12	1998-2002

Other Professional Experience:

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

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.

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
Superintendent	2012-2019	MT	
Superintendent		TX	

G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
Pat Baltzley		Gardiner Board Chair
Olen Hicks		Ingram Board Chair
Ron McBee		Ingram Business Manager

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.

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: James Todd Stroder

SIGNATURE OF APPLICANT:  Date 5/31/16

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

Gardiner School Funding Crises

Gardiner School District is K-12 district in Southern Montana that sits on the doorstep to Yellowstone National Park. There are about 250 students that attend the Gardiner District. 200 from the Gardiner and surrounding area and 50 from Mammoth Wyoming within Yellowstone National Park. It is Unique in Montana in that it serves students from two states. There was a K-8 school located in Mammoth up until about 2006 when the school was closed and all students from Mammoth attended Gardiner after 2006. 9-12 students have attended Gardiner since the 50's. Gardiner worked off of a revenue contract with the National Park Service since the 50's to provide educational Services to the students from Mammoth. The Revenue from YNP accounted for about 25% of our Revenue in our budget.

In January of 2014 (during federal Sequestration) my Board President and I received a request from the Superintendent of YNP to meet with him in Mammoth. YNP was about two months overdue on their annual payment to us. He informed us that they had discovered an obscure law from the late 70's that made it illegal for the Park Service to make any payments to the Gardiner School District. He also said that as a result, not only would they not be paying their overdue bill (\$700,000), but the Department of the Interior was going to be requesting all payments since the 70's back. This represented more than 10 million dollars. For a school district whose annual budget is 3.5 million dollars this was devastating news. The Park Superintendent requested that my board president and I hold that information for about a week so he could try and get the debt portion of the issue resolved in Washington.

After two weeks passed and we had heard nothing from YNP we decided that we had to inform our board and staff about what was going on. I also immediately contacted Senator Jon Tester's office in Washington to advise them of what was occurring. Dylan Laslovitch (Senator Tester's Chief of Staff) set up a conference call with my board president and myself and the Department of the Interior to try and figure out what was really going on as it was very vague. Represented by about 16 Attorneys on the call the D of I attempted to explain the obscure law and claimed there was no way to make any payment to the Gardiner School district and that we owed them more than 10 Million dollars.

Senator Tester's office then began working on a solution to the claimed debt at the federal level. In March he introduced the Yellowstone Community Fairness Act into committee and began the process of getting support for it. In the meantime, I was contacted by Michael O'Donnell from the Wyoming Attorney General's office saying that they were aware of the situation and were working with the governor to see if they could provide an emergency payment for the current year and that they were working on a longer term solution. We began working on several options locally to prepare for the worst which was cutting 25% of our budget. We attended several Commissioner's meeting in Park County Wyoming as we needed their approval to move forward with either Cody or Powell School Districts serving as the fiscal agent for any payment to Gardiner School District. Kevin Mitchell and the Park County School District No 6 Board in Powell Wyoming graciously extended an offer to serve as that agent.

The Attorney General's office in Wyoming was running into multiple legislative road blocks trying to find a way to get a payment to an entity in another state. At home I was communicating with the staff, board, and community on a regular basis. We knew we had to look at major cuts including personnel to achieve that kind of deficit and I wanted to be completely transparent on what we were looking at and

why. I scheduled weekly meetings with the Gardiner Teacher's Group to keep them abreast of what was occurring. We had a Special Board meeting scheduled for Mid-May to actually make a decision on which option out of three options that we were going to pursue, all of which included major personnel cuts including my own position. The day of the Special Board Meeting I received a phone call from Michael O'Donnell saying that they had found a way for the Governor of Wyoming to get a one-time emergency payment to the Gardiner School District. By the end of June we received that payment and had an agreement in place with Powell Wyoming for the funding of the Mammoth students.

In November of 2014 The Yellowstone Community Education Fairness Act was attached as a Rider on to the Department of the Interior's budget and was approved by the Federal Legislature.

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?

One of the reforms that we implemented in Ingram under the "Steps Up" program was a trimester system for classes at Ingram Tom Moore High School. Ingram had been losing enrollment to two surrounding districts for a decade and could not compete with them financially so we had to create an orange to compare to their apple. Under the trimester system our students have five 80 minute classes per day over a 60 day period in three trimesters. Under the traditional semester schedule they had eight 50 minute classes per day over a 90 day period for two semesters. This move to the trimester allowed us to deliver five more hours of instructional time per class. In other words a class has five more hours of instruction in one trimester than that same class had in one semester.

As a result of this new format Ingram implemented an accelerated program that allowed our students the ability to complete their core (Math, English, Science, and History) requirements sooner than the traditional four year cycle. Their last several years in high school would consist of courses that give them college credit (dual credit, dual enrollment, AP, etc), as well as Career and Technology Courses that provide them with a certification to work in a particular field (i.e. welding, floral design, Serve-Safe, cosmetology, etc.), or courses that enhance their ability to be successful in the 21st century – such as Rockets Ignite and Project Lead the Way. Some students might have the opportunity at early graduation however what this move really does is shift the core courses towards the front end of a student's 7-12 education and leaves flexibility on electives, dual credit, AP courses and other options without the strain of the core classes the last two years.

Beginning in the Middle School with an accelerated program, Ingram students could complete all of the core requirements of a 9th grader by the end of their 8th grade year. For instance if a seventh grade student started their seventh grade math A course in the first trimester and then took seventh grade math B in the second trimester they would have completed their seventh grade math by the end of their second trimester due to the increase in instructional hours for that class. If the student demonstrates mastery of seventh grade math (through district generated curriculum and course assessments) by the end of their second trimester then we would allow them to take 8th grade math semester A in the third trimester of their seventh grade year and would complete 8th grade math semester B in the first trimester of their 8th grade year. This would allow them to take Algebra 1A and 1B in the second and third trimesters of their 8th grade year and complete Geometry A, Geometry B, and Algebra 2A by the end of their 9th grade year. They would have the core requirements for math done by the end of their

10th grade year and could pursue a higher level math or advanced work in other areas including college coursework.

It was my brainchild but it was developed through the Campus Improvement Team which is made up of teachers, students, parents and administrators. The ACT award that was won in 2011 at Ingram was a direct result. I will tell you that change to that degree though is a very tough paradigm shift for people to make. Especially when people have been ingrained in one format for as far back as they can remember. In Ingram though we had to take that risk because of declining enrollment to surrounding districts.

I held multiple staff and community forums to implement this change. I was constantly communicating the why behind the what. I also organized a board/Community/Staff committee to take a look at it. In 2011 Ingram won the ACT College readiness award testing every 11th grader. We had the first enrollment increase in the district in 10 years as well.

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

Personally I could not do my job and do it well without technology. Administratively I use it to streamline processes in the admin realm. The use of technology is one of my strongest attributes. If you were to look at my desk there is very little paper on it as I operate almost entirely electronically. I use technology for data dissemination and accusation in the instructional realm and streamlining functions in the administrative realm. The data piece is very important as an unbiased tool in order to evaluate and tweak systems within the district.

I have a high expectation that technology is integrated into the learning environment and used to allow students opportunities that they may not have within the walls of our district. Ingram ISD increased the use of the Texas Virtual Schools Network by 75% during my tenure. We also wrote and received a grant for over 20 promethean boards and ceiling mounted projectors for classrooms. We gave those to teachers who signed up to be trained (one year) how to integrate technology into their classrooms.

Technology allows me to streamline many functions that otherwise become cumbersome. There have been many instances where I have created my own programs in order to streamline an administrative function. At Camas County I developed an electronic paperless attendance system because the district could not afford to buy one. In Ingram and Camas County I created a program in excel that allowed me to evaluate and monitor budget processes within a matter of seconds where previously it took days. I have also created programs in excel that allow for a visual representation of curriculum alignment over time in order to evaluate the district's vertical alignment. I have translated this to the classroom as well to show teachers and principals how to evaluate the knowledge and skills of every one of their students within a matter of minutes in order to drive instruction.

Instructionally if teachers are not incorporating the use of technology into the classroom then they are not preparing students to enter a world beyond high school. In many instances our students have surpassed our teachers with multiple uses of technology and this should not be the case. Everywhere I have been I have worked tirelessly to create an importance with teachers around improving and mastering their own technology skills.

I would measure its effectiveness with data both Instructional and Client satisfaction data and I would improve it through research based practices based on what the data was telling us.

May 31, 2016

Richard C. Stowell, Executive Director
Utah School Boards Association
860 East 9085 South
Sandy, UT 84094
Phone: (801)566-1207
Fax: (801)561-4579

Dr. Stowell:

I would like to apply for the consideration of superintendent at Wasatch County. Our family is very interested in the superintendent position in Heber City. I had to place my career on the back burner several years ago to care for an elderly parent in Wyoming. Now that the situation has resolved itself we would love to pursue a position in Utah. Heber City maintains many of the activities and academics that my own kids enjoy.

My experiences in education have shaped the educator that I am today, and I would like to briefly share those here and hopefully go into more detail in an interview. I began my administrative career in Idaho in a small rural school in the mountains in North Idaho. It allowed to me develop my philosophy and many different components of administration. I started at the CEDU schools in North Idaho and moved on to pursue a higher Education degree. When I went to Camas County in 2004 the district was ranked 72nd in Language Usage, 53rd in Reading and 38th in math out of 114 school districts in Idaho and in three years, through a team approach, assessment, and data driven instruction, we went to 15th in Language Usage, 4th in Reading, and 7th in Math out of the same 114 districts. As a result, the Idaho Department of Education nominated us and Camas was awarded a National Blue Ribbon award in 2009 due to that growth. Idaho's Blue Ribbon nomination is for schools that have a greater than 40% economically disadvantaged population and in three years we had the highest growth in the state and became only the second school district in Idaho to achieve that award in 20 years and the first to have a Junior High achieve it.

After the recognition at Camas, contacts from Baylor University asked me to come back to Texas and commit three years to a "turnaround district" that was experiencing academic woes similar to what Camas was in 2004 and financially they were at their lowest point in over a decade, on the verge of takeover by the state for mismanagement of funds. I put together a team and we implemented programs in less than three years that turned the tide. Financially, we erased the 1.5-million-dollar deficit (almost 1/4th of our budget) in one year while obtaining a Gold Leadership Circle award for financial transparency. Academically, we were named a Texas "Steps Up" LEA due to reforms instituted with ARRA funds and the district went from an acceptable rating to recognized and the middle school obtained an Exemplary rating. It is the first time that the district has met a Recognized rating and the first time for any school in Ingram ISD to meet Exemplary criteria since the age of accountability. In 2011-2012 we received the ACT College Readiness Award which less that 10% of high schools in Texas received for increasing the numbers of students who took the exam (Almost 60%) as well as the scores on those exams. I also came up with a new format to education from the 7th -12th grade years that allows students to complete two years of College or Career Readiness programs that I would love to share in an interview. Unfortunately, my father's health required me to move closer to him in Thermopolis Wyoming so we came to Gardiner, MT in 2012. Now that the situation is resolved we are pursuing a place where our own kids can excel academically and through extra-curricular.

In Gardiner I had to deal with one of the largest financial losses that a district has ever experienced when the National Park Service decided to not pay their agreement with us for the education of 40 students from Mammoth Wyoming. This represented 20% of our budget. They informed is mid-year during sequestration that they would no longer pay the bill and that they were going to request 30 years of those payments to be returned (more than 10 Million dollars). To make a long story short funding was secured through an alternate source requiring two Governor's and Attorney General's signatures and I worked with my federal legislators to get the Yellowstone Community Fairness Act passed at the Federal level, before the year ended, which forgave any debt. Unfortunately, my dad's health required us to make a move closer to him.

Whereas my current position is in great standing, I would love the opportunity to be considered for this position to expand our own kid's opportunities. I have had considerable experience in turnaround districts and now a successful high performing district as Gardiner has been the number one ranked district in the State of Montana for the last 6 years and has increased its National ranking under my tenure into the top 200. We also just received a statewide competitive grant as the only school district in Montana in becoming the Pilot Program as the first LEED certified K-12 district in Montana.

Sincerely,

A handwritten signature in black ink, appearing to read "JT Stroder". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

JT Stroder Ed.S

Name Stroder, James Todd
Student Number [REDACTED]

Baylor University
Waco, TX

Official Undergraduate Academic Record

Degrees Awarded:

BS in Education May 16, 1998

School of Education

Majors: Earth Science, with concentration in
Option 2
History

Rank: 727 of 1183

Cum GPA: 3.105

Transfer Credit Applies to Fall 1988

McLennan Community College Jun 1991 – Jul 1991
PHYSICS NAT BEHAV SCIENCE 4.00

Navarro College Jan 1987 – May 1987
THINKING AND WRITING 3.00
AMERICAN HIST TO 1877 3.00
COLLEGE ALGEBRA 3.00
NEW TESTAMENT SURVEY 3.00

Jan 1987 – Dec 1987
ACTIVITY PE - 2 SEMESTER 2.00

Sep 1987 – Dec 1987
MOD CONCP BIOSCIENCE LAB 1.00
MOD CONCEPTS BIOSCIENCE 3.00
INTRODUCTORY PSYCHOLOGY 3.00
OLD TESTAMENT SURVEY 3.00

Jan 1988 – May 1988
THINKING WRITING & RESCH 3.00

Jan 1989 – May 1989
ART APPRECIATION 3.00
PRIN OF ECONOMICS I 3.00
AMERICAN HIST SINCE 1877 3.00
BUSINESS DATA PROCESSING 4.00

Jan 1990 – May 1990
WEST WORLD LIT-MASTERPCS 3.00
INTRO TO SOCIOLOGY 3.00

Sep 1993 – Dec 1993
STATE AND LOCAL GOVT 3.00
BEGINNING SPANISH 4.00

Jun 1996 – Jul 1996
FUND OF SPEECH 3.00

Jun 1997 – Jul 1997
BEGINNING SPANISH 4.00

School Total: 64.00

Total: 64.00

-----No Further Entries This Column-----

-----Fall 1988-----

Admitted Program:

College of Arts and Sciences

Bachelor of Arts

Major: Earth Science

CHE	-1300	INTRODUCTORY TO CHEMISTRY	C	3.00	6.00
ENG	-2300	ENGLISH LIT BEFORE BURNS	C	3.00	6.00
GEO	-1405	PHYSICAL GEOLOGY	C+	4.00	10.00
MTH	-1304	PRE CALCULUS MATHEMATICS	WP	(3.00)	
PSC	-3325	AMER CONSTITUTIONAL DEV	D	3.00	3.00

Academic Warning

	AHRS	EHRS	QHRS	QPTS	GPA
Current	16.00	13.00	13.00	25.00	1.923
Cumulative	80.00	77.00	13.00	25.00	1.923

-----Summer I 1990-----

GEO	-1406	HISTORICAL GEOLOGY	B+	4.00	14.00
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	AHRS	EHRS	QHRS	QPTS	GPA
Current	4.00	4.00	4.00	14.00	3.50
Cumulative	84.00	81.00	17.00	39.00	2.294

-----Fall 1990-----

Program Changed To:

Bachelor of Science

Major: Geology

GEO	-3435	INVERTEBRATE PALEO	C	4.00	8.00
MTH	-1304	PRE CALCULUS MATHEMATICS	F	(3.00)	
SPA	-1401	ELEMENTARY SPANISH	D	(4.00)	

Academic Warning

	AHRS	EHRS	QHRS	QPTS	GPA	
Current		11.00	4.00	7.00	8.00	1.143
Cumulative	95.00	85.00	24.00	47.00	1.958	

-----No Further Entries This Page-----

James Todd Stroder

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12-06-01

Name Stroder, James Todd
Student Number [REDACTED]

Baylor University
Waco, TX

-----Spring 1991-----

GEO	-3319	INTRO TO GEOPHYSICS	B	3.00	9.00
GEO	-3426	MINEROLOGY	C	4.00	8.00
SPA	-1401	ELEMENTARY SPANISH	B	4.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	11.00	11.00	11.00	29.00	2.636
Cumulative	106.00	96.00	35.00	76.00	2.171

-----Fall 1991-----

GEO	-3327	PETROLOGY	WP	(3.00)
GEO	-3445	STRUCTURAL GEOLOGY	WP	(4.00)
SPA	-1402	ELEMENTARY SPANISH	WP	(4.00)

Withdrew, effective 11-19-1991

	AHRS	EHRS	QHRS	QPTS	GPA
Current	11.00	0.00	0.00	0.00	0.00
Cumulative	117.00	96.00	35.00	76.00	2.171

-----Fall 1996-----

Transferred To:
School of Education
BS in Education
Majors: Earth Science
History

EDF	-1390	TEACHERS-SCH-SOCIETY	B	3.00	9.00
EDP	-3223	ASSES INDIV DIFFERENCES	A	2.00	8.00
EDP	-3224	LEARNING & DEVELOPMENT	A	3.00	12.00
HED	-1145	HLTH AND HUMN BEHAVIOR	A	1.00	4.00
HIS	-1306	WRLD HIST 1400-1750	B+	3.00	10.50

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	12.00	43.50	3.625
Cumulative	129.00	108.00	47.00	119.50	2.543

-----No Further Entries This Column-----

-----Spring 1997-----

GEO	-4312	OCEANOGRAPHY	A	3.00	12.00
GEO	-4314	METEOROLOGY	A	3.00	12.00
HIS	-1307	WRLD CIVILIZATION SINCE 1750	B+	3.00	10.50
HIS	-3395	HISTIOGRAPHY	B	3.00	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	12.00	43.50	3.625
Cumulative	141.00	120.00	59.00	163.00	2.763

-----Summer I 1997-----

EDC	-4316	SECONDARY SCHOOL CURRICULUM	A	3.00	12.00
EDC	-4317	SECONDARY SCHOOL METHODS	A	3.00	12.00
EDF	-3190	FLD EXPS IN ELEM/SEC SCH	P	1.00	

Pass/Fail

	AHRS	EHRS	QHRS	QPTS	GPA
Current	7.00	7.00	6.00	24.00	4.00
Cumulative	148.00	127.00	65.00	187.00	2.877

-----Summer II 1997-----

HIS	-4332	EARLY MODERN EUROPE	A	3.00	12.00
RDG	-3308	SEC RDG: CONTENT APPL	A	3.00	12.00

Dean's List

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.00
Cumulative	154.00	133.00	71.00	211.00	2.972

-----Fall 1997-----

GEO	-3325	EARTH MATERIALS	A	3.00	12.00
GEO	-4313	ASTRONOMY	A	3.00	12.00
HIS	-3380	HISTORY OF TEXAS	B+	3.00	10.50
HIS	-4365	UNITED STATES 1789-1860	B	3.00	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	12.00	43.50	3.625
Cumulative	166.00	145.00	83.00	254.50	3.066

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James Todd Stroder

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12-06-01

Name Stroder, James Todd
Student Number [REDACTED]

Baylor University
Waco, TX

-----Spring 1998-----

EDA	-4364	MULTICULTURAL LEARNING	B	3.00	9.00
EDF	-4991	STUDENT TEACHING - SEC	B+	9.00	31.50

	AHRS	EHRS	QHRS	QPTS	GPA
Current	12.00	12.00	12.00	40.50	3.375
Cumulative	178.00	157.00	95.00	295.50	3.105

Requirements completed for BS in Education

-----End of Undergraduate Academic Record-----

12-06-01

James Todd Stroder
[REDACTED]
[REDACTED] [REDACTED] [REDACTED]

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Name Stroder, James Todd
Student Number [REDACTED]

Baylor University
Waco, TX

Official Graduate Academic Record

Degrees Awarded:

Master of Science in Education Aug 11, 2001

Graduate School

Major: Educational Administration

Cum GPA: 3.851

BS in Education May 16, 1998

School of Education

Majors: Earth Science, with concentration in
Option 2

History

Rank: 727 of 1183

Cum GPA: 3.105

Fall 1999

Admitted Program

Graduate School

Master of Science in Education

Major: Educational Administration

EDA	-5118	COMPETENCY ASSES/DEVEL	P	1.00	
		Pass/Fail			
EDA	-5121	PRACT: FUNCTIONAL DOMAIN	A	1.00	4.00
EDA	-5345	FUND OF SCHL ADMINISTR.	A	3.00	12.00
EDA	-5363	SEMINAR-ADMIN THEORY	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	8.00	8.00	7.00	28.00	4.000
Cumulative	8.00	8.00	7.00	28.00	4.000

Spring 2000

EDA	-5127	PERS & PROF VALUES/ETHICS	A	1.00	4.00
EDA	-5131	PRACT: CONTEXTUAL DOMAIN	A	1.00	4.00
EDA	-5329	PHI/CULTURAL CONTXT EDUC	A	3.00	12.00
EDA	-5380	TECHNOLOGY AND LEADERSHIP	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	8.00	8.00	8.00	32.00	4.000
Cumulative	16.00	16.00	15.00	60.00	4.000

No Further Entries This Column

Summer I 2000

EDA	-5344	SCHOOL BUS MGMT & FIN	A	3.00	12.00
EDC	-5321	CONTEMP CURR-DESIGN-IMPL	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	22.00	22.00	21.00	84.00	4.000

Summer II 2000

EDA	-5119	INTERPERSONAL SKILLS LAB	P	1.00	
		Pass/Fail			
EDA	-5125	PRACT: PROGRAMATIC DOM.	A	1.00	4.00
EDA	-5130	POLIT, POLICY, GOVT EDU.	B	1.00	3.00
EDA	-5322	PRIN & PRACT OF SUPERV.	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	5.00	19.00	3.800
Cumulative	28.00	28.00	26.00	103.00	3.962

Fall 2000

EDA	-5327	EDUCATIONAL EVALUATION	A	3.00	12.00
EDA	-5359	SEMINAR SCHOOL LAW	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	34.00	34.00	32.00	127.00	3.969

Spring 2001

EDA	-5300	RESRCH APPL EDUC ADMIN	A	3.00	12.00
EDA	-5349	ADMIN OF STAFF PERSNL SER	A	3.00	12.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	40.00	40.00	38.00	151.00	3.974

Summer I 2001

EDA	-5V64	INTERNSHIP IN SCHL ADMIN	B	3.00	9.00
EDA	-5353	PRINCIPALSHIP ELEM & SEC	B	3.00	9.00

	AHRS	EHRS	QHRS	QPTS	GPA
Current	6.00	6.00	6.00	24.00	4.000
Cumulative	46.00	46.00	44.00	169.00	3.841

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James Todd Stroder

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12-06-01

Name Stroder, James Todd
Student Number [REDACTED]

Baylor University
Waco, TX

-----Summer II 2001-----

EDA	-5V95	SPECIAL PROBLEMS IN EDUC	A	3.00	12.00
EDA	-5129	FOLIO ASSES/PROF DEVEL	P	1.00	
Pass/Fail					

	AHRS	EHRS	QHRS	QPTS	GPA
Current	4.00	4.00	3.00	12.00	4.00
Cumulative	50.00	50.00	47.00	181.00	3.851

Student has passed Comprehensive Exam for M. S. E.
degree in Educational Administration—6/19/2001

Requirements completed for Master of Science in Education

-----End of Graduate School Academic Record-----

Transcript for : James T. Stroder

Ed.S.Ed.Ldrshp	SCORE
MAJOR: Educational Leadership	SAT Verbal -
CONC1:	SAT Mathematics -
CONC2:	ACT English -
CONC3:	ACT Math -
MINOR:	Admitted Teacher Ed Program -
CATLG: Spring 2005	Conditional Admit Tchr Ed Prog -
	Denied Admit Teacher Ed Prog -
	COMPASS English Writing -
	COMPASS Math-PreAlgebra -
	COMPASS Math-Algebra -
	COMPASS Math-College Algebra -
	COMPASS Math-Trigonometry -
	COMPASS Reading -
	ECE Predictor Reqmnts Met Y
	COMPASS Math-Geometry -
	COMPE CSPredictor Reqmnts Met Y
	COMPE Predictor Reqmnts Met Y
	COMPE CS200 Predictor Req Met Y
	Math Placement Group -

Transfer Credit Accepted By Institution

1999-2001: BAYLOR UNIVERSITY [View Articulation Detail](#)

Subject	Course	Title	Attrib	Credit Hours	Quality Points	Grade	
GRAD 000		Transfer Work		46.00	0.00	P	
		Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
	Current:	46.00	46.00	46.00	0.00	0.00	0.00
This is NOT an Official Transcript							

Institution Credit

Spring 2005

College: Education

Major: Educational Leadership

Academic Standing: Good Standing -- End of Term

Subject	Course	Campus - Level	Title	Attrib	Credit Hours	Quality Points	Grade	R
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EDAD	504	Boise - GR	ST:Bargaining/Mediation/Arbitn		GRAD	3.00	12.00	A	
			Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA	
Current:			3.00	3.00	3.00	3.00	12.00	4.00	
Cumulative:			3.00	3.00	3.00	3.00	12.00	4.00	
This is NOT an Official Transcript									
Summer 2005									
College:			Education						
Major:			Educational Leadership						
Academic Standing:			Good Standing -- End of Term						
Subject	Course	Campus - Level	Title		Attrib	Credit Hours	Quality Points	Grade	R
EDAD	593	Boise - GR	Schl Fac Plan & Maint		GRAD	3.00	12.00	A	
EDAD	598	Boise - GR	INTERN:Central Office		GRAD	1.00	0.00	P	I
			Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA	
Current:			4.00	4.00	4.00	3.00	12.00	4.00	
Cumulative:			7.00	7.00	7.00	6.00	24.00	4.00	
This is NOT an Official Transcript									
Fall 2005									
College:			Education						
Major:			Educational Leadership						
Academic Standing:			Good Standing -- End of Term						
Subject	Course	Campus - Level	Title		Attrib	Credit Hours	Quality Points	Grade	R
EDAD	586	IVC (Idaho Virtual Campus) - GR	Advanced Sch Finance		GRAD	3.00	12.00	A	
EDAD	598	Boise - GR	INTERN:Superintendent		GRAD	1.00	0.00	P	I
			Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA	
Current:			4.00	4.00	4.00	3.00	12.00	4.00	
Cumulative:			11.00	11.00	11.00	9.00	36.00	4.00	
This is NOT an Official Transcript									
Spring 2006									
College:			Education						
Major:			Educational Leadership						
Academic Standing:			Good Standing -- End of Term						
Subject	Course	Campus - Level	Title		Attrib	Credit Hours	Quality Points	Grade	R
EDAD	587	IVC (Idaho Virtual Campus) - GR	The Superintendency		GRAD	3.00	12.00	A	
EDAD	592	IVC (Idaho Virtual Campus) - GR	School-Community Relat		GRAD	3.00	12.00	A	
			Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA	
Current:			6.00	6.00	6.00	6.00	24.00	4.00	
Cumulative:			17.00	17.00	17.00	15.00	60.00	4.00	

This is NOT an Official Transcript

Transcript Totals (Graduate)

	Attempted Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA
Total Institution:	17.00	17.00	17.00	15.00	60.00	4.00
Total Transfer:	46.00	46.00	46.00	0.00	0.00	0.00
Overall:	63.00	63.00	63.00	15.00	60.00	4.00

This is NOT an Official Transcript

Courses in Progress

Summer 2006

College: Education

Major: Educational Leadership

Academic Standing: Good Standing -- Beginning of Term

Subject	Course	Campus	Title	Attrib	Credit Hours	Mid Grade	Final Grade
EDAD	598	Boise	INTERN:Superintendent Internsh -- Graduate	GRAD	1.00		