

BOARD OF EDUCATION

Mark Davis
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Terry E. Shoemaker

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Keith Johansen

June 7, 2016

Dear Members of the Wasatch County School Board,

Please accept my application for the position of Superintendent of Wasatch County School District. Wasatch is fast becoming a model school district not only in the state but also in the entire country. Wasatch has led out on a host of 21st century educational initiatives including dual language immersion, digital learning, comprehensive mathematics instruction, and instructional coaching. These initiatives have each been implemented under the umbrella of a Professional Learning Community framework that facilitates teacher collaboration and a continuous search for best practice while demanding daily continuous improvement from the organization.

This impressive work has been led by a progressive, forward-thinking school board, a unique group of talented and cohesive administrators and one of the finest collections of teachers and support staff to be found in public education. The students continue to be more impressive each year demanding innovation from us as they enter our system rife with enthusiasm and potential.

It is my philosophy that as educators we shoulder a heavy burden of responsibility to provide these young people the best learning opportunities available and prepare them to compete with students from anywhere else in the world as they leave this special little valley to make their mark on society. Every dollar we spend and every decision we make must be influenced by the ever-present question "What is best for our students?"

My educational philosophy is captured by an organizing document I developed with my leadership team as a new principal. The document is rooted in the work of Richard DuFour and suggests that educators must repeatedly ask themselves six fundamental questions:

1. What is our vision?
2. What do we want our students to know?
3. How will we best teach?
4. How will we know if each student has learned?
5. What will we do if they don't learn it the first time?
6. What will we do to extend and enrich learning?

These questions must be asked and answered by content teams, full school faculties and the entire organization. Student learning must be at the center of this discussion and high expectations must drive everything we do. It has been the asking and answering of these questions that has led to the adoption of the above-mentioned educational initiatives in Wasatch County School District. This organizing document was eventually adopted as the Wasatch School District Academic Model (attached).

I have had the opportunity to function as a school leader in an official capacity for most of the 25 years I have served in education. I started as an assistant principal at Wasatch Middle School 20 years ago and have since worked in most administrative capacities that exist in a K-12 school district. Through these two decades of on-the-job training I have discovered some leadership truths that I hold dear to my heart.

Vision and Culture

Some of the most important work that I do as a leader is to facilitate a vision for the organization. This vision must capture the best of what we can become and be backed by a culture of high expectations and success. A good leader must speak it and truly believe it to get the best results for the organization.

Servant Leadership

A good leader is also a good follower. When all eyes are on me and the organization expects me to lead, I must stand tall and make the best decision for the students and the organization. There will also be many times when in collaborative conversation with other administrators, teachers or staff that I need to follow another's lead. Simply having a leader's title does not grant me more intelligence or better ideas than others. It is my obligation to recognize good ideas as they surface from anywhere within the district and follow others by giving support and life to their ideas and decisions and well as my own.

Transformational v. Transactional Leadership

It is my obligation as a leader to help those around me become better. I see every employee as a potential leader and will do all I can to foster a culture of widespread leadership throughout the organization by establishing practices that encourage everyone to confidently express their ideas. It is my goal to have everyone I work with be able to say, "I am a better educator and a better leader after having worked with Paul."

My affection for Wasatch County and its school district run as deep as my familial roots that go back to the very beginning when pioneers settled this valley. As a young man coming up through the primary grades, I loved watching my three older brothers compete in various athletic events at Wasatch High School and longed for the time when I could do the same. I talked openly during my freshman year at WHS about my desire to come back to teach and coach some day at the school I already loved. I left high school having been a part of some very successful years and returned with a fierce pride and a strong belief that we could replicate that same success in every aspect of education.

I have always believed strongly in my ability to do great things and have shared that belief with students, teachers and administrators throughout my career. I have especially loved working with a phenomenal group of administrators these past years as we have worked with the school board, teachers and students to make Wasatch County School District one of the best in the country. It has taken time, hard work and perseverance but we have greatly enjoyed the journey and we are well on our way accomplishing some very lofty goals. Please give us a chance to finish the job, all of us together. We have climbed to a high ledge on the mountain, and now I am asking for the opportunity to help lead us to the top and plant the flag of student achievement for all to see.

Sincerely,

Paul A. Sweat

Wasatch School District

A PROFESSIONAL LEARNING COMMUNITY

MISSION STATEMENT

"To prepare confident, competent, literate youth by implementing a focused core curriculum."

MEASUREABLE OUTCOMES

- Increase proficiency to 100% in reading and mathematics for 3rd graders by 2015.
- Increase proficiency to 100% in fractions and related concepts to 100% for 6th graders by 2015.
- Increase proficiency to 100% for 6th & 8th grade Language Arts.
- Increase proficiency to 100% for 9th grade Algebra 1.

VALUE STATEMENT

- We believe in:
- Enculturating the young in a social and political democracy.
 - Providing access to knowledge for all children and youth.
 - Practicing Effective teaching methods.
 - Ensuring responsible stewardship of schools.

VISION

What is our Vision?

- Mission Statement
- Belief Statement
- Desired Results for Student Learning
- School Goals
- Team Goals
- Teacher Goals

ENRICHMENT

What will we do to extend and enrich?

- Learning beyond Standards
- Application of Knowledge
- Encourage Creativity and Innovation

CURRICULUM

What do we want our students to know?

- Core Standards
- National Standards
- ACT Standards
- Essential Elements
- Written in Student-Friendly Language

STUDENT LEARNING

INTERVENTION

What will we do if they don't learn the first time?

- Additional Time and Support
- Teacher Interventions
- Team Intervention
- School-Wide Interventions

INSTRUCTION

How will we most effectively teach?

- WCSD Instructional Model
- Continuous Search for Best Practice
- Effective Classroom Management

ASSESSMENT

How will we know if each student has learned?

- Continuous Assessment that Guides Instruction
- Formative Assessments
- Summative Assessments
- Common Assessments

Critical Questions of Our Professional Learning Community

- What is our vision?
- What do we want our students to know?
- How will we most effectively teach?
- How will we know if each student has learned?
- What will we do if they don't learn the first time?
- What will we do to extend and enrich?

Essential Elements of Our Professional Learning Community

- Common mission, vision, values and goals
- Standards-based education
- High-Quality Instruction
- Contractual collaboration time
- Focus on student learning
- Continuous assessment that guides instruction
- Decision making that is driven by data and research
- Culture of student success with systems of intervention and stretch learning
- Widespread leadership
- High expectations
- Hard work and commitment

EXPECT TO EXCEL

Academic Model

WCS D - Adopted 2011

PAUL A. SWEAT

OBJECTIVE

To become the Superintendent of Schools for Wasatch County School District

EDUCATION

Doctor of Philosophy, Ph.D., (Candidate)

Curriculum and Leadership

July 2012 – Present (Expected Completion Spring 2017)

Utah State University

Masters of Education, Educational Leadership and Policy

June 1996

University of Utah

Bachelors of Science/Secondary Education

August 1991

Brigham Young University

EXPERIENCE

Director of Secondary Education | Wasatch County School District

2011 - Present

- Developed and implemented a comprehensive plan for digital learning throughout the district
- Led district implementation of the New Utah Core in secondary schools
- Direct oversight of all curriculum, instruction, and assessment in secondary schools
- Administrator in charge of district Technology Department
- Administrator in charge of Public Relations and Social Media
- Development and management of Wasatch Back Digital Learning Conference
- Planning and implementation of Wasatch Virtual Learning Academy (District's first on-line school)
- Responsible for all district affairs in the absence of the superintendent.

Principal | Wasatch High School

2006 – 2010

- Introduced and implemented the Professional Learning Community Framework at WHS
- Instrumental in the design and construction of a new state-of-the art high school in Wasatch County
- Evaluated, mentored, and observed both provisional and tenured teachers
- Led hiring efforts for teachers and staff; attended and recruited at job fairs
- Created and implemented a “Freshman First” orientation and transition program for underclassmen
- Wrote a \$10,000 intervention grant and used money to help build a pyramid of interventions at WHS
- Attended and completed Brigham Young University’s two-year Principal’s Academy
- Initiated a faculty council, alumni association, new logos, slogans, and numerous other programs leading to a revitalization of WHS
- Legacy Committee
- Developed and Enhanced a culture of positive thinking, excitement, hard work and success with the students and faculty at WHS

Assistant Principal/Athletic Director | Wasatch High School

1998 - 2006

- Led the effort to revitalize a struggling athletic department
- Through a culture of high expectations, goal setting, hard work and dedication led WHS activities to new levels of success, winning several region and state championships
- Performed all other duties consistent with the assistant principalship at WHS

Assistant Principal | Wasatch Middle School

1996 - 1998

- Developed and implemented school-wide discipline program for students
- Involved in personnel decisions, school budget, and teacher evaluation
- Development and implementation of a district-wide emergency preparedness program

Math Teacher | Wasatch Middle School

1992 - 1996

Math Teacher | Richfield High School

1991 – 1992

LEADERSHIP

Utah State Digital Teaching and Learning Advisory Board, 2016-Present

BYU-Public School Partnership Professional Development Committee, 2011 – Present

Wasatch Back Digital Learning Conference Director, 2014 – Present

Rural Education Leadership Consortium, 2011 – 2014

Utah High School Activities Association Executive Committee, 2006 – 2011

Region Ten Board of Managers Chairman, 2006 – 2011

Wasatch High School Hall of Fame, Inducted 2011

REFERENCES

Terry Shoemaker, Superintendent, Wasatch County School District, 101 East 200 North, Heber City, UT; 435-654-0280

James Judd, Human Resource Director, Wasatch County School District, 101 East 200 North, Heber City, UT; 435-654-0280

Shawn Kelly, Principal, Wasatch High School, 930 South 500 East, Heber City, UT; 435-654-0640

**SUPERINTENDENT APPLICATION
WASATCH COUNTY SCHOOL DISTRICT**

A. PERSONAL INFORMATION

Date June 6, 2016

Full Name Paul A Sweat

Present Address [REDACTED]

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

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

Present Position Director of Secondary Education

B. EDUCATIONAL PREPARATION

Institution of Higher Learning	Location City and State	Degree	Major	Minor	Honors
Utah State University	Logan, UT	PhD	Curr. & Inst.		(Candidate)
University of Utah	SLC, UT	MA	Ed. Lead.		
BYU	Provo, UT	BS	Sec. Ed.		

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
Wasatch School District	Director of Secondary Education	2011-Present
Wasatch High School	Principal	2006-20011
Wasatch High School	Assistant Principal/Athletic Director	1998-2006
Wasatch Middle School	Assistant Principal	1996-1998
Wasatch Middle School	Math Teach, Coach	1992-1996
Richfield High School	Math Teacher, Head Wrestling	1991-1992

E1. *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?*

While every educational leader is faced with the challenge of enforcing unpopular policy, I believe that doing so is the wrong way to bring about required change in an organization. I believe that inspiring people to rally around needed change is much more effective than enforcing compliance to policy. Change initiatives should always be needs-driven, clearly defined, and researched by practitioners within the organization.

Once the need for change is identified, a leader must frame the problem for the members of the organization. This should be very deliberate and to the point. Jim Collins calls it "confronting the brutal facts". As the new Principal of Wasatch High School in 2006, my leadership team and I chose to start this change process by confronting some brutal facts. One of the primary pieces of data we focused on was our ACT scores. Wasatch High School's cumulative ACT score had been consistently one point lower than the state average for several years. After celebrating with the faculty all the wonderful things happening at Wasatch High School, we spent some time confronting the brutal facts and one of those was that we were a below average school in Utah as measure by the ACT. We asked the teachers if they believed Wasatch was a below average high school, and the answer was a resounding "No!" "Well then, what are we going to do about it?" was the obvious next question. At this point, the faculty was motivated to set goals for improvement and to change their practice to accomplish them.

The faculty set a goal to raise our cumulative ACT score to one point above the state average. Statistically speaking this was a very lofty goal, but the teachers were very serious about achieving it. They knew it would take a new way of thinking and years of hard work to accomplish, but they were committed to make it happen because it was their goal—not some random initiative forced upon them by a disconnected leader.

The next step in this change process was to develop a plan of action. While the teachers knew that Wasatch High was a very good school and certainly above average, the brutal facts being projected on the big screen in front of them said otherwise. They were angry and motivated to improve and were now open to a new direction proposed by us as their new leaders. It was at that moment that we introduced the Professional Learning Community framework. We told them that it was new concept that would help us create an environment of continuous daily improvement at our school. Most of the teachers liked what they heard and agreed to learn more about it. In the subsequent weeks we led discussions, provided readings, brought in guests and scheduled a trip for our team leaders to visit the school in the Chicago area that had developed this concept. By the end of year one, the faculty had embraced the concept of PLC's as a way to transform our school and reach our academic goals.

Four years later, at the conclusion of an accreditation visit, the members of the evaluating team reported to the entire faculty that Wasatch High School was the highest-functioning PLC school they had ever evaluated. Two years after that, the faculty celebrated the accomplishment of reaching their flagship goal when WHS students' cumulative ACT score was one point higher than the state average. The fact that I was no longer their Principal testifies to the power of this process. The faculty owned the goal and the process designed to reach the goal, which allowed for continued, sustainable improvement.

E2. What is role of technology in a public school district and how would you measure its effectiveness?

The role of technology in our schools can be placed in one of two categories. First, technology is an accelerator. Our goal of increased student learning can be significantly enhanced by the proper use of technology in our classrooms. The efficiency with which a teacher can deliver learning activities to students and provide critical feedback is greatly accelerated by technology. With acceleration comes the added benefit of increased student proficiency in the use of technology, which they will be required to use at college, at work, and in nearly every other aspect of life. Technology accelerates student engagement in class and class activities, extends the contact between teacher and student to beyond the classroom and gives students 24/7 access to the curriculum. Education should be leading out in the use of technology instead of being the last segment of society to embrace it. Students are coming wired and ready to use the tools that are now available and we have a responsibility as educators to keep pace or, even better, to set the pace with the proper use of technology.

Second, technology allows innovation. The proper use of technology can assist a quality educator to create learning activities for students that were previously inconceivable. Learning activities that get students higher up the ladder on Bloom's taxonomy require them to use high-order thinking skills that lead to deeper levels of understanding.

This aspect of technology also includes the use of a learning management system such as Canvas that allows teachers to truly differentiate learning to match the needs of every student. Through the use of technology, educators can now more effectively use a layered curriculum approach in which students can choose the learning activities that best fit their individual learning styles in order to accomplish the learning objective of the day.

Of course the measuring stick of success for technology should be is student achievement results. Last year a science teacher in Wasatch County School District increased the number of proficient students by 20 percentage points in every sub group including low SES and ELL students through the use of these and other technology tools. This type of improvement can be replicated throughout the district.

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
Administrative	2014 - 2019	Utah	Supervisory K-12

G. LIST THREE PROFESSIONAL REFERENCES THAT WE MAY CONTACT

Name	Address and Telephone Number	Position or Occupation
Terry Shoemaker	██████████	Superintendent
Eric Campbell	██████████	District Administrator
Shawn Kelly	██████████	WHS Principal

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?



Professional Educator License for the State of Utah



Level 2

THE UTAH STATE BOARD OF EDUCATION
AFFIRMS THAT

PAUL SWEAT

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

Issue Date: 2014-06-25T13:32:07

Expiration Date: 06/30/2019

CACTUS ID: [REDACTED]

License Area of Concentration

Secondary Education (6-12)

Administrative/Supervisory (K-12)

Endorsements

Health Education

Coaching

Diana Suddreth, M.A.

Director of Teaching and Learning

Sydney Dickson
Interim Utah State Superintendent of Public Instruction

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



Academic Transcript

Paul Sweat
Jun 08, 2016 04:00 pm

This is not an official transcript. Courses which are in progress may also be included on this transcript.

USU converted to semesters beginning Fall 1998. Transfer credit has been converted to semester credits. The USU articulation is displayed rather than the actual transfer course.

Institution Credit Transcript Totals

Transcript Data

STUDENT INFORMATION

Name : Paul Sweat

Birth Date:

Curriculum Information

Current Program

Doctor of Philosophy

Major and Department: Education, Education

Committee: PhD, has Master's Status: Active

***Transcript type:UNOF is NOT Official ***

INSTITUTION CREDIT -Top-

Term: Summer 2010

Major: Non-Matriculated

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
EDUC	6570	Orem Center	GR	INTRO ED/PSY RSRCH	A-	3.000	11.01

	Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
Current Term:	3.000	3.000	3.000	3.000	11.01	3.67
Cumulative:	3.000	3.000	3.000	3.000	11.01	3.67

Unofficial Transcript

Term: Fall 2010

Major: Education

Academic Standing: Good Standing

Term: Fall 2011**Major:**

Education

Academic Standing:

Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
EDUC	6770	Orem Center	GR	QUAL METHODS I	C	3.000	6.00
TEAL	7810	Orem Center	GR	Diversity for EDUC Leaders	A-	3.000	11.01 I

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	6.000	6.000	6.000	6.000	17.01	2.83
Cumulative:	28.000	28.000	28.000	28.000	103.03	3.67

Unofficial Transcript

Term: Spring 2012**Major:**

Education

Academic Standing:

Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
TEAL	7350	Orem Center	GR	CURR DEV INTERN	A	3.000	12.00
TEAL	7810	Orem Center	GR	Assessmnt Issues for Inst Lead	C	3.000	6.00 I

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	6.000	6.000	6.000	6.000	18.00	3.00
Cumulative:	34.000	34.000	34.000	34.000	121.03	3.55

Unofficial Transcript

Term: Summer 2012**Major:**

Education

Academic Standing:

Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
TEAL	7150	Logan Online and Broadcast	GR	CURRICULUM THEORY	A	3.000	12.00
TEAL	7320	Logan Online and Broadcast	GR	THEORIES AND MODELS OF READING	A	3.000	12.00
TEAL	7810	Logan Online and Broadcast	GR	RESEARCH SEMINAR	B+	3.000	9.99 I

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points
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Current Term:	9.000	9.000	9.000	9.000	33.99	3.77
Cumulative:	43.000	43.000	43.000	43.000	155.02	3.60

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
EDUC	7970	Orem Center	GR	DISSERTATION RESEARCH	I	3.000	0.00

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	0.000	0.000	0.000	0.00	0.00
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Cumulative:	55.000	51.000	51.000	51.000	183.03	3.58
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Unofficial Transcript

Term: Spring 2014

Major: Education

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
EDUC	7970	Orem Center	GR	DISSERTATION RESEARCH	I	3.000	0.00

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	0.000	0.000	0.000	0.00	0.00
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Cumulative:	58.000	51.000	51.000	51.000	183.03	3.58
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Unofficial Transcript

Term: Fall 2014

Major: Education

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
EDUC	7970	Orem Center	GR	DISSERTATION RESEARCH	I	3.000	0.00

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	0.000	0.000	0.000	0.00	0.00
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Cumulative:	61.000	51.000	51.000	51.000	183.03	3.58
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Unofficial Transcript

Term: Fall 2015

Major: Education

Academic Standing: Good Standing

Subject	Course	Campus	Level	Title	Grade	Credit Hours	Quality Points
TEAL	7970	Orem Center	GR	DISSERTATION RESEARCH	I	3.000	0.00

Attempt Hours	Passed Hours	Earned Hours	GPA Hours	Quality Points	GPA Points
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Current Term:	3.000	0.000	0.000	0.000	0.00	0.00
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Cumulative:	64.000	51.000	51.000	51.000	183.03	3.58
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ISSUED TO STUDENT



THE UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH 84112

JUN 09 2016

PAGE: 001

ACADEMIC RECORD OF:
NAME: SWEAT, PAUL A.
SSN: [REDACTED]

DEGREES AWARDED BY THE UNIVERSITY OF UTAH:
JUN MAST OF EDUCATION
07 MAJOR: EDUCATIONAL ADMINISTRATION
1996

DEGREES AWARDED BY OTHER INSTITUTIONS:
AUG BACHELOR SCIENCE
01 BRIGHAM YOUNG UNIVERSITY
1991 PROVO UT
US

CUMULATIVE UNIVERSITY OF UTAH GPA 3.65
UNIVERSITY OF UTAH COURSE UNITS PASSED 59.0
U OF U UNITS IN CUMULATIVE GPA CALCULATION 59.0
TOTAL UNITS PASSED (INCLUDING TRANSFER CREDIT, SPECIAL EXAM, ETC.) 59.0

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					

----- SUMMER 1992 -----					
REAL NUMBERS	MATH	401		4.0	A
TCHG MATH SEC SCHOOL I	MATH	409		3.0	A-

QUARTER UNITS PASSED 7.0 TERM GPA 3.87

***** BEGINNING OF GRADUATE ACADEMIC RECORD *****

----- AUTUMN 1994 -----					
PERSPECTIVES EDUC ADMIN	ED AD	620		3.0	B+
ANALYTICAL METHODS	ED AD	630		3.0	B+
LAB COMPUTER APPLICATNS	ED AD	631		1.0	B+

QUARTER UNITS PASSED 7.0 TERM GPA 3.30

***** CONTINUED NEXT COLUMN *****

COURSE TITLE	DEPT	CRSE	LE	UNIT	GR
=====					

----- WINTER 1995 -----					
INTR SCHL BUDG/FINAN	ED AD	625		3.0	A
EDUC SUPERVISION	ED AD	678		3.0	A-

QUARTER UNITS PASSED 6.0 TERM GPA 3.85

----- SPRING 1995 -----					
EDUC PROG-CURR & INSTR	ED AD	621		3.0	A
SEM-SCHOOL LEADERSHIP	ED AD	680		3.0	A-

QUARTER UNITS PASSED 6.0 TERM GPA 3.85

----- SUMMER 1995 -----					
ANALYSIS OF ORGANIZATNS	ED AD	624		3.0	A
POLITICS OF EDUCATION	ED AD	626		3.0	A
PROGRAM EVALUATION	ED AD	627		3.0	A
COLLAB EDUC PBL SOLVING	ED AD	646		3.0	I
	GRADE CHANGED			B	
INTERNSHIP-ED ADMIN	ED AD	694		3.0	A-

QUARTER UNITS PASSED 15.0 TERM GPA 3.74

----- AUTUMN 1995 -----					
INTRO EDUCATION LAW	ED AD	633		3.0	B
AIMS OF ADMINISTRATION	ED AD	638		3.0	A-
INTERNSHIP-ED ADMIN	ED AD	694		1.0	B+

QUARTER UNITS PASSED 7.0 TERM GPA 3.34

----- WINTER 1996 -----					
TEACHING & LEARNING	ED AD	622		3.0	B
INTERNSHIP-ED ADMIN	ED AD	694		1.0	A
FOUND EXCEPTIONALITY	SP ED	501		3.0	A-

QUARTER UNITS PASSED 7.0 TERM GPA 3.44

***** CONTINUED PAGE 02 *****

AN OFFICIAL SIGNATURE IS WHITE WITH A RED & GRAY BACKGROUND

REJECT DOCUMENT IF SIGNATURE OR SEAL IS DISTORTED

SWEAT, PAUL A.

Timothy J. Ebner
University Registrar



This officially sealed and signed transcript is printed on red and gray SCRIP-SAFE security paper. This transcript contains a latent image which, when photocopied, the words COPY and VOID will appear. A raised seal is not required. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED!

ISSUED TO STUDENT



THE UNIVERSITY OF UTAH

SALT LAKE CITY, UTAH 84112

JUN 09 2016

PAGE: 002

NAME: SWEAT, PAUL A.

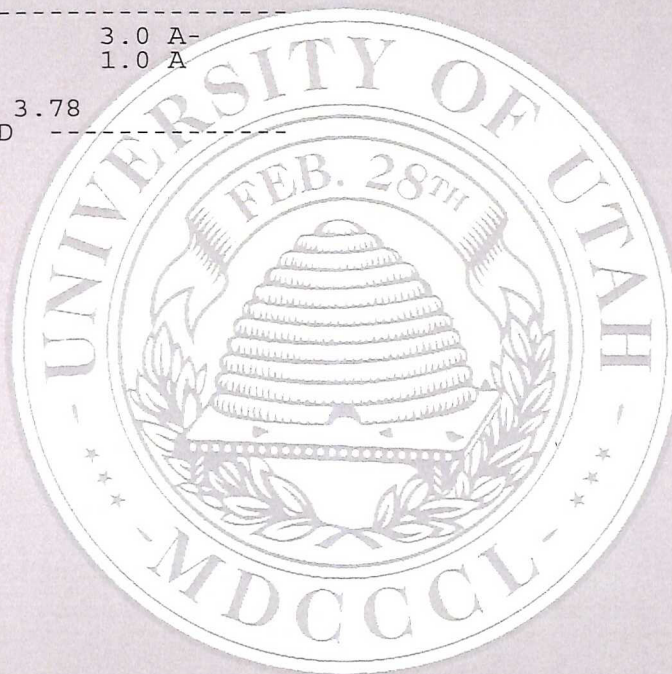
SSN: [REDACTED]

***** CONTINUED FROM PAGE 01 *****

COURSE TITLE DEPT CRSE LE UNIT GR

----- SPRING 1996 -----			
PERSONNEL ADMIN IN EDUC	ED AD 636	3.0	A-
INTERNSHIP-ED ADMIN	ED AD 694	1.0	A

QUARTER UNITS PASSED	4.0	TERM GPA	3.78
----- END OF ACADEMIC RECORD -----			



AN OFFICIAL SIGNATURE IS WHITE WITH A RED & GRAY BACKGROUND

REJECT DOCUMENT IF SIGNATURE OR SEAL IS DISTORTED

SWEAT, PAUL A.

Timothy J. Ebner
University Registrar

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THE WORD COPY APPEARS WHEN PHOTOCOPIED

Brigham Young University

Provo, Utah 84602

June 8, 2016

Page 1

STUDENT INFORMATION

NAME : Sweat, Paul A
BYU ID :
BIRTHDATE :
GENDER : Male

DEGREES AWARDED - BRIGHAM YOUNG UNIVERSITY

DEGREE : BS
DATE RECEIVED : Aug 1991
DEPARTMENT : Health Sciences
MAJOR : Health Sciences
EMPHASIS : School Health
MINOR : Coaching

AWARDS AND CERTIFICATES

NCATE : Apr 1992
DEPARTMENT : Health Sciences
TCHNG MAJOR : Health Sciences

BYU COURSE WORK

TEACH	CRS	SEC	H	COURSE DESCRIPTION	SEM	GRD
AREA	NO.	NO.			HRS	

Fall Semester 1985

ECON	110	001		Econ Principles & Problems	3.00	C+
MATH	110	002		College Algebra	3.00	UW RPT
PE S	100R	009		Intercol Athletics	0.50	A
PE S	191	018		Weight Traing-Beg	0.50	A
PE S	341	001		Coaching Basketbll	2.00	D
PHY S	100	003		Physical Science	3.00	B-
REL A	121	031		Intro to the Book of Mormon	2.00	B-
SEM HR ERN	11.00		HR GRD	11.00 GPA 2.43		

Winter Semester 1986

ART	100	001		Intro to Art	1.00	B
ENGL	115	036		Freshman English	4.00	C+
PE S	100R	009		Intercol Athletics	0.50	A
PE S	197	001		Wrestling-Intermed	0.50	A
PE S	348	001		Coaching Wrestling	2.00	A
REL A	122	023		Intro to the Book of Mormon	2.00	C
SOC	111	002		Introductory Sociology	3.00	C
SEM HR ERN	13.00		HR GRD	13.00 GPA 2.66		

Winter Semester 1987

BIOL	100	001		Principles of Biology	3.00	B-
CA ED	115	003		Life Plan&Dec Mkg	2.00	B
ENGL	359	003		The Short Story	3.00	C+
HLTH	129	006		Hlth&Lifestyle Mgt	1.00	C+
PE S	100R	009		Intercol Athletics	0.50	A
PE S	129	005		Fitness for Living	0.50	B+
REL A	212	006		The New Testament	2.00	B
SEM HR ERN	12.00		HR GRD	12.00 GPA 2.78		

BYU COURSE WORK

TEACH	CRS	SEC	H	COURSE DESCRIPTION	SEM	GRD
AREA	NO.	NO.			HRS	

Fall Semester 1987

BOTNY	105	001		Plants thru Ages	3.00	W
COMMS	101	001		Intro to Mass Comm	3.00	B+
COMMS	201	001		Analys of Communic	2.00	B+
COMMS	461R	001		Comms Symposium	0.50	P
PE S	100R	009		Intercol Athletics	0.50	A
PHSCS	127	003		Descriptive Astronomy	3.00	A-
TH SC	115	001		Intro to Theatre	3.00	B+
SEM HR ERN	12.00		HR GRD	11.50 GPA 3.50		

Winter Semester 1988

A HTG	100	033		American Heritage	3.00	C-
COMMS	211	001		News Writing	3.00	A-
COMMS	235	002		Intro Public Reltn	3.00	C
COMMS	461R	001		Comms Symposium	0.50	P
PE D	260	003		Intro to Dance	3.00	C+
PE S	100R	009		Intercol Athletics	0.50	A
SEM HR ERN	13.00		HR GRD	12.50 GPA 2.51		

Fall Semester 1988

REL C	231	003		Doctrines of Gosp	2.00	A-
REL C	351	004		Gospel & World Rel	2.00	C+
SEM HR ERN	4.00		HR GRD	4.00 GPA 3.05		

Winter Semester 1989

HLTH	320	005		Frst Aid&Emrg Care	3.00	A
HLTH	325	001		Safety Education	2.00	A-
HLTH	536	001		Social Hygiene	2.00	B+
HLTH	561	001		Health of Body Sys	3.00	W
REL C	325	014		The Doctrine & Covenants	2.00	C+
REL C	491	013		Sr Seminar-Education	1.00	B+
REL C	492	013		Sr Sem-Education	1.00	B+
SEM HR ERN	11.00		HR GRD	11.00 GPA 3.44		

Fall Semester 1989

HLTH	365	001		Modifying Hlth Beh	2.00	A-
HLTH	449R	001		Seminar in Profess	0.50	A
HLTH	460	001		Subs Use & Add Beh	2.00	A-
HLTH	463	001		Hlth Prot & Mgmt	3.00	B-
PE S	364	001		Sci Bases Sport Ml	2.00	B
PE S	365	001		Sci Bases Sport K	2.00	A-
PE S	366	001		Sci Bases Sport P	2.00	B+
SEM HR ERN	13.50		HR GRD	13.50 GPA 3.34		

Winter Semester 1990

HLTH	300	001		Hst Phl & Fnd Hlth	2.00	A-
HLTH	381	001		Health Sci Teachng Methods	2.00	A

*** Continued on Next Column ***

*** Continued on Page 2 ***

Barry K. Allred, Registrar



Brigham Young University

Provo, Utah 84602

June 8, 2016

Page 2

STUDENT INFORMATION

NAME : Sweat, Paul A
 BYU ID :
 BIRTHDATE :
 GENDER : Male

BYU COURSE WORK

BYU COURSE WORK

TEACH CRS AREA NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
-----------------------	------------	---	--------------------	------------	-----

Winter Semester 1990

HLTH 449R	001		Senior Seminar	0.50	A
HLTH 465	001		Hlth Crisis Interv	2.00	B+
HLTH 561	001		Health of Body Sys	3.00	B
PE S 399R	350		Coaching Practicum	2.00	A
PE S 430	001		Theory of Coaching	2.00	B+
PE S 462	002		Diag&Mgmt Athl Inj	3.00	B
SEM HR ERN	16.50	HR GRD	16.50 GPA 3.45		

Spring Term 1990

PE S 351	001		Adm Athl&Intr Prog	3.00	A-
PE S 450	001		Soc-Psych of Sport	2.00	A
SC ED 376R	002		T & M Adoles Grth	2.00	A
SOC 326	002		Soc of Education	3.00	B
SEM HR ERN	10.00	HR GRD	10.00 GPA 3.61		

Summer Term 1990

HLTH 446	400		Driver Simulators	2.00	A-
HLTH 563	001		Hlth & Aging Proc	2.00	B+
SC ED 376R	034		T & M Evaluation	1.00	B+
SC ED 376R	045		T & M Instruction	1.00	A
SEM HR ERN	6.00	HR GRD	6.00 GPA 3.60		

Fall Semester 1990

HLTH 421	001		Sec Hlth Ed Curric	2.00	B+
HLTH 451	001		Community Health	2.00	C+
HLTH 525	400		Injury Prevention	2.00	B+
HLTH 599R	371		Co-Op Ed Fieldwork	1.00	B+
IS 286	400		Mcrcomp in School	1.00	A
SC ED 276R	070		Exploration of Tchg-Health	4.00	A
SC ED 351	006		Intercultrl Educat	1.00	A-
SC ED 376R	010		T & M Creativity	1.00	B
SEM HR ERN	14.00	HR GRD	14.00 GPA 3.46		

Winter Semester 1991

HLTH 370	998		Consumer Health	2.00	A
SC ED 476R	070		Sec Tchg-Health	15.00	P
SEM HR ERN	17.00	HR GRD	2.00 GPA 4.00		

TEACH CRS AREA NO.	SEC NO.	H	COURSE DESCRIPTION	SEM HRS	GRD
-----------------------	------------	---	--------------------	------------	-----

Spring Term 1991

HLTH 445	001		Driver & Traffic Safety Ed	4.00	B
MATH 110	647		College Algebra	3.00	A-
SEM HR ERN	7.00	HR GRD	7.00 GPA 3.30		

Summer Term 1991

ENGL 312	679		Critcl Inter Wrting	3.00	C+
MATH 119	679		Introduction to Calculus	4.00	A-
SEM HR ERN	7.00	HR GRD	7.00 GPA 3.14		

Winter Semester 1992

HLTH 444	998		Org & Adm of Driver Ed	2.00	A-
SEM HR ERN	2.00	HR GRD	2.00 GPA 3.70		

Spring Term 2008

EDLF 515R	001		Topics in Ed Leadr	2.00	A
SEM HR ERN	2.00	HR GRD	2.00 GPA 4.00		

BYU GPA SUMMARY

BYU HR ERN 171.00 HR GRD 155.00 GPA 3.18

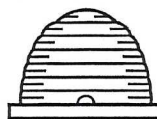
TOT HR ERN 171.00 HR GRD 155.00

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

*** Continued on Next Column ***

Barry K. Allred, Registrar





KEY TO THE TRANSCRIPT

1. Grading and Credit Point System Grade Points

Letter Grade	Description	Grade Points per Unit
A	Excellent	4.0
A-		3.7
B+		3.4
B	Good	3.0
B-		2.7
C+		2.4
C	Satisfactory	2.0
C-		1.7
D+		1.4
D	Minimum Passing	1.0
D-		0.7
E	Failure	0.0
W	Official Withdrawal	*
WE	Withdrawal Failing	0.0
UW	Unofficial Withdrawal	0.0
I	Incomplete	*
IE	Delinquent Incomplete	0.0
T	Course Work in Progress	*
P	Pass	*
NG	Not Graded	*
NS	Grade Not Submitted	*
V	Audit	*
WV	Class Waived	*

*Not calculated in GPA

Numeric Grades	Description	Numeric Grades
80-90	Superior	3.7-4.0
75-79	Excellent	3.4-3.6
71-74	High Pass	3.0-3.3
66-70	Pass	2.7-2.9
59-65	Low Pass	2.2-2.6
50-58	Failing	1.6-2.1

NOTE: Grade point average is calculated separately for letter and numeric grades.

2. RPT by a class

Indicates the class was repeated in a subsequent semester/term and that the class was taken out of the GPA calculation.

3. Credit Hours

All credit hours on the BYU transcript are computed in semester hours. All transfer or BYU courses taken on the quarter system are converted to semester hours. A semester hour represents one recitation each week for a period of 16 weeks (or its equivalent).

4. Course Numbering System

Years	Preparatory & Remedial	Lower Div.	Upper Div.	Grad/Adv Undergrad.	Grad.
Prior to 1948/49		1-49	50-99		100+
1948/49 to Summer 1957		1-99	100-199		200+
1957/58 to Present	1-99	100-299	300-499	500-599	600+

5. Class Standing

Students are classified on the basis of hours completed. The classification is as follows:

Credit Hours Earned	Classification
1-29.9	Freshman
30.0-59.9	Sophomore
60.0-89.9	Junior
90 and over	Senior

6. Honors courses, indicated with an "H", are smaller, intensive classes focusing on writing and discussion taught by some of the university's finest faculty. Most of these courses fulfill university core requirements.

7. Transfer Credit

The name of transfer institutions the student has attended are noted on the BYU transcript. A summary line indicates the number of credit hours accepted from each institution.

8. Accreditation

BYU is accredited by the Northwest Commission on Colleges and Universities. This accreditation covers all programs and courses offered by Brigham Young University. See BYU General Catalog for a list of other specialized accreditations.

9. Confidentiality of Records

This transcript must not be released to a third party without written authorization of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974.

My association with Wasatch High School takes in most of my life. I first attended my older brothers' athletic events as a small boy and was so excited to enter the halls of Wasatch on my first day as a freshman student. My four years as a member of the student body were incredible. To steal a quote from Taylor Baird: *"Wasatch High School was the center of [my life.]. Where [I] had the best moments and the worst times. Where [I] learned who [I was] and what [I wanted to] be. In its rooms, a Michelangelo was discovered. Down its halls, the wrestling champion walked. There, the crowd cheered for the home run. Wasatch has been home to many, and many more will come."*

The good times, the personal growth and the fond feelings I experienced drew me back. I returned a few years later to coach, teach and eventually ended up as part of the administration. During this nearly 40 year period I have had a front row seat to witness the remarkable progress that has taken place. This earth that we live on was designed to be a place of progress and Wasatch High has been no exception. Although excellent from the beginning each decade has made her better and these students seated behind me are the best of the best.

They are the community's greatest gift to the world. Students your cumulative talents and potential as the class of 2011 is the best Wasatch High has ever produced. This community has chosen to make education its top priority. You are the result of that priority.

This valley was once known for the thousands of sheep produced here and shipped to market from the Heber train station; our own Wasona in 1939 pays tribute to a strong mining industry that produced hundreds of millions of dollars in gold, silver, copper, lead, and zinc. In my own childhood I clearly remember the dozens of dairy farms that dotted this valley.

As these industries have faded in volume and importance, education has only gotten stronger, clearly becoming our top priority. The residents of this community have sent a clear message to the world; committing their time and resources to a state of the art high school that has allowed our students, including the graduates of 2011, opportunities and experiences never seen before. This great school with even greater teachers, staff and students stands as a testament to the importance this community places on an educated mind and a keen intellect.

I am humbled and amazed each year at this time as our community comes together under the direction of the Wasatch Community Foundation to provide every graduating senior who asks with a scholarship of some kind—sending them a powerful message of—“we believe in you.”

Graduates as we consider the potential impact that your class will have on the world it is awe inspiring. Each one of you has the ability to change the world we live in for good. Be courageous. Go forth with confidence in your skills and abilities for they are remarkable. Most discoveries that have had a significant effect on our world have been made by young people, not much older than you.

Graduates, be prepared to work hard and persevere. As you expect to excel you must also expect to work. Intelligence, talent and potential are nothing without hard work.

There is no evidence of high level performance without experience or practice. No one is born a CEO, an investor, or chess grand master. You will achieve greatness only through an enormous amount of hard work over many years. The good news is that you are not hostage to some naturally granted level of talent. You can make yourself into whatever you want to be. Greatness isn't reserved for a preordained few. It's available to each of you.

Graduates, after today's graduation, like you, I too will be moving on. After 13 years of being part of the Wasatch High School administration—the last 5 as your principal—this graduation exercise will be my final official act. I will be moving to the Wasatch School District Office where I will begin work as the Director of Curriculum, Instruction and Assessment. While I am very excited about this new challenge and very grateful for the opportunity, I am also saddened at the many wonderful people and activities I will be leaving behind.

To the teachers, coaches, advisors and other adults at Wasatch High: I honor you, respect you and love you. You are amazing! You do more for less than any other segment of society. I will always feel a reverence for what you do and how you do it.

To the students: You inspire me, impress me and never cease to amaze me. I am absolutely astounded at your level of talent, dedication and excellence. You motivate me to do better. You not only say expect to excel you live it every day.

So long my friends, and so long to my dear old Wasatch High. I will forever be—your biggest fan.

Members of the Wasatch County Board of Education and Superintendent Shoemaker, I certify that the candidates for graduation here presented have met all standards set forth by the Utah State Board of Education and the requirements for a Wasatch High School diploma. I present to you the Class of 2011.

On the evening of Thursday, May 12, 1910 in the old sandstone tabernacle the first commencement exercises of then infant Wasatch High school were held. Eighteen proud students were honored as the first graduates received their diplomas. Written on the pages of Wasatch Highs first yearbook printed that same spring was the following passage “during this season the students have planted their roots deep in the rich soil of knowledge and as a result plenty of green has appeared. But now their green days are over and next year the beautiful flowers of their knowledge will bloom and in the years to come they will exhale the breath of life and light and truth.

During this past school year these seniors along with the underclassmen took full advantage of our new school. Watching them spread out and spread their wings in the new spaces provided was a remarkable thing. A walk through the new building on any given day would enable one to see students busy calculating, writing, listening, presenting, debating, dissecting, experimenting, researching, welding, engineering, reading, acting, building, dancing, painting, sculpting, drafting, planting, speaking, singing, and in every case learning. This years success in the classroom, the lab, on the stage, and on the athletic field has been inspiring. Yes 2010 has been a banner year by any measure and will go down in history as such.

Seniors, you are prepared to take on the challenges that the world has to offer and I challenge you, Don't shy away from the hard things. On September 12, 1962 President John F. Kennedy gave one of our country's most famous speeches at Rice University. America had fallen asleep at the wheel and the Soviet Union had passed us by in the race to enter and understand space. He spoke of the difficult nature of space exploration, of the dangers, the high costs and the hardships. After outlining these difficult circumstances he stated. “So it is not surprising that some would have us stay where we are a little longer, to rest, to wait. But this

country of the United States was not built by those who waited and rested and wished to look behind them. This country was conquered by those who moved forward -- and so will space.”

But why, some say, the moon? Why choose this as our goal? And they may well ask why climb the highest mountain? Why, 35 years ago, fly the Atlantic? Why does Rice play Texas?”

“We choose to go to the moon. We choose to go to the moon not because it is easy but because it is hard. That challenge is one that we are willing to accept, one we are unwilling to postpone and one which we intend to win.”

Of course when President Kennedy gave this speech we did not possess the technology or the ability to land on the moon. Thirteen months later on November 22, 1963, he was assassinated in Dallas, Texas. And on July 20, 1969, seven years after President Kennedy’s speech at Rice and six years after his death, Neal Armstrong and Buzz Aldrin, two American astronauts made history as the first men to land on the moon, walk on the moon, and safely return home. Once again firmly establishing America’s leadership position.

Seniors, as you leave here today and embark on your journey through life, I plead with you, don’t shy away from that which is hard. You have been given much, by your parents, by your teachers, by this great community. You have not only said Expect to Excel you have lived it. It has become part of who you are. Go forth with confidence. Do not find yourselves numbered among those who choose to stay a little longer, to rest, to wait and to look behind them. But as the class of 2010, the 101 graduating class of WHS, and the first graduating class of our tremendous new building, choose to go to the moon. Choose that which is hard and you too as the class of 2010 will fulfill those words written in the yearbook of 1910. Your knowledge will blossom and in the years to come will exhale the breath of life and light and truth.

It was the summer of 1908 when the following advertisement was published in the Wasatch Wave:

Announcement of Wasatch High School. Registration Monday, September 7th, 1908. Class work begins Tuesday, September 8th, 1908. A full two year course will be given covering the work outlined in the state plan, credits of which will be accepted in any high school or university. Special courses given in vocal and instrumental music.

Faculty

J.W. Robinson, Principal and Instructor in English and History

James Johnson. Instructor in Mathematics, Science, and German

O.A. Whitaker. Instructor in Music

Tuition free to all residents of the High School District.

This announcement hadn't come easily. It was actually the result of many years of failed attempts and heated discussions. The newly formed and recently named Wasatch High School did open as planned and, on September 8th, the three instructors began the first day of school with about 60 students.

The infant school was immediately successful. In its first year, the basketball team won the southern division championship and lost to Weber Stake Academy in the state finals. Ninety percent of the students were involved in the music program which boasted the largest vocal department in the state. By November, the first student body dance was held with Wasatch's own 16 piece orchestra providing the music. The Wasatch Wave proclaimed "The Wasatch High School is second to few if any institutions of the kind in the state."

The next three years were no different. By the fall of 1911, the student body had ballooned to 138 students. Three teachers and a fourth year of classes had been added. Basketball and music were matched by strong showings in debate and public speaking. The school was the smallest in the state to publish a literary journal and newspaper. Later that year, the voters of Wasatch County voted to bond for \$50,000 to build the first ever Wasatch High School building.

Graduates, as we find ourselves assembled here today to celebrate your successful academic study, you are a part of something much bigger than yourselves. Something much bigger than this year or the past three years. You are part of a rich legacy and heritage that began 100 years ago with immediate success.

As you walk across this stage today, using it as a springboard for further academic study that will help you take your place in this world as a leader, you do so on the shoulders of thousands of men and women who have gone before you. When you consider the impact

that the students and adults of 100 years of Wasatch High have had upon this community, this society, this world, it is awe inspiring. It is now your turn.

Let me briefly share some information with you about four such individuals who come from the early part of our 100 years of excellence who were instrumental in Wasatch High's beginning and immediate success.

D.A. Broadbent, principal of Heber schools who led the campaign to consolidate seven independent districts in Wasatch County into one high school district creating Wasatch High. Mr. Broadbent was later named the first superintendent of this district.

O.A. Whitaker, one of Wasatch's first three teachers who immediately made Wasatch High a music school second to none in the entire state.

Illa Fischer, Wasatch's first state champion who won the state oratory contest not only once, but twice in 1911 and 1912. After her second gold medal, Fischer was asked to speak at the LDS general conference with the Salt Lake papers declaring her the highlight of the meetings. Fischer also authored Wasatch High's first school song.

Lethe Coleman Tagge, was among Wasatch's first graduates. She went on to act in LDS motion pictures living on Midway's main street in her historic home, where she hosted practically every scout and youth group in the valley giving them sage advice and wonderful history lessons as one of our valley's most treasured citizens until her death.

These four Wasatch men and women will be inducted into the Wasatch High School Hall of Fame on August 29th during our Centennial Celebration and grand opening event of our new high school.

Over 150 years ago, two of my progenitors, John and Polly Sweat, started west with everything they owned in a wagon seeking a better way of life. They never made it. They were buried along the way. First Polly in Iowa and, later, John in a hollow log near the Missouri River. Their son, George Hyrum Sweat did make it. He made it all the way to this beautiful valley where his family was among the earliest to settle in Center Creek. Since that time, a wonderful quality of life has been enjoyed by six generations. I cannot think of that story without being reminded of the graduates of 2009.

A few years ago as our school board began to seriously discuss a new high school, you graduates were still very young. As two bonds were put to the voters, architects were hired and construction schedules set, you realized at some point that you would never attend the new school as students. This did not deter you at all. You helped with the bond campaign and have maintained an excitement for our new building that is impressive. Just like those pioneers who sacrificed crossing the plains, you put aside personal concerns and helped to accomplish something great for those coming behind you. This selfless act firmly places you in this 100 years of excellence. You do have a distinct place in Wasatch High history as the last class to graduate from the building on 6th and Main.

Taylor Baird, a member of this year's graduating class, wrote a piece entitled "Our Old School; Remembering the Past" which can be found in this year's Wasona.

An excerpt from that piece goes as follows:

Wasatch High School was the center of our lives. Where we had the best moments and the worst times. Where we learned who we are and what we want to be. In its rooms, a Michelangelo was discovered. Down its halls, the wrestling champion walked. There, the crowd cheered for the home run. Wasatch has been home to many, and many more will come. Wasatch has changed; the old halls of this school replaced with new. The sun has set on this school and it will be dear to our hearts. As we go about our lives the memories of this building will remain. We will go down many paths, but we will all have this school in common. We will always remember how Wasatch High was the center of our lives.

It's your turn graduates. It's your turn to go out into the world and make your mark. To be the best you can be. To use your talents for good. To take your place among the rest. To continue the legacy. We know you can. We've watched you do it for three years. It is expected. You are graduating from an institution that is "second to few if any institutions of the kind in the state". You are from Wasatch.

Recently Wasatch High School received a priceless treasure. This 1913 yearbook was graciously donated by Mr. Stan Mair. This yearbook dates back to some of the earliest years in our high school's history and found within its pages is the following passage written to the 21 students who were graduating that year.

Indeed it seems unnecessary to say that our school has been moving and alive. Things unknown before in Wasatch have become part of our school life and activity. Wasatch is the proud winner of state medals in literary contests and distinction in athletic contests.

Deep in the little valley of the Provo, safely guarded on all sides by these mighty sentinels, with God's blue sky above us, we have planted our school; our home for years to come.

Behind lies the valley of memories of the struggle for existence and maintenance, before our tomorrow begins to dawn upon us. What is yet to be done in the many hours before sunset? The voice of the past cries out to us "there is much for us to do." Climb the majestic peaks of success and when these are conquered, Wasatch is proud of you.

These beautifully written words of wisdom and encouragement from long ago ring true for you on your day of graduation. They are also cause for a moment of reflection, a moment of comparison of our day to theirs. Much progress has been made. These early graduates of Wasatch would be in awe of our modes of communication, transportation, and information. You graduates would have so much to teach them. What enduring qualities from their time should we be trying to emulate?

Some careful consideration would generate a long list. Let us consider one such quality that might top the list. That is the quality of hard work.

A recent *Fortune* magazine article takes the position that natural talent is overrated and perhaps even non-existent. After studying numerous world-class experts in their specific disciplines, researchers found an enormous amount of hard work behind each one of them.

British based researchers Howe and Davidson conclude in an extensive study

that “the evidence we have surveyed does not support the notion that excelling is a consequence of innate gifts.

Nobody is great without hard work. There is no evidence of high level performance without experience or practice. No one is born a CEO, an investor, or chess grand master. You will achieve greatness only through an enormous amount of hard work over many years.

In a study by Ericson, a group of 20 year old violinists were judged by professionals. The best group averaged 10,000 hours of practice over their lives; the next best averaged 7,500 and the next 5,000. The correlation was constant. The same goes for surgery, insurance sales and virtually every sport. More practice equals better performance and tons of it equals great performance.

Now, we all know people who work hard for decades without approaching greatness or without much improvement. The best people in any field are those who devote the most hours to what the researches call “deliberate practice.” Simply hitting a bucket of golf balls is not deliberate practice which is why many golfers make little improvement. Hitting an eight iron 300 times with a goal of leaving the ball within 20 feet of the pin 80 percent of the time continually observing results and making appropriate adjustments and doing that for hours every day - that is deliberate practice.

Winston Churchill, one of the 20th Century’s greatest orators, compulsively practiced his speeches. Vladimir Horowitz, a renowned Russian pianist, said “If I don’t practice for a day I know it. If I don’t practice for two days, my wife knows it. If I don’t practice for three days, the whole world knows it.”

In football, all time great receiver Jerry Rice was initially passed up by 15 teams for being too slow. Subsequent years of hard work and after hours practice propelled him to the top of the NFL. Tiger Woods racked up 15 years of intense practice before winning his first US amateur open.

The good news is that we are not hostage to some naturally granted level of talent. We can make ourselves whatever we want to be. Greatness isn’t reserved for a preordained few. It’s available to each of you.

Growing up the son of a carpenter, I learned some lessons about hard work from my father. For a period of time when I was a young boy, Dad was a union carpenter. His name and number were listed at the union hall for employers to

contact as they needed help. Layoffs were common and a hardship for the family. During these times of being laid off, Dad didn't wait at home for potential employers to call him. He would rise early each morning carrying his tools with him and be standing on a job site well before the shift was scheduled to start. He would greet the foreman as he arrived inquiring for work with his hammer in hand. Because of this practice, he was seldom without work.

The practice of showing up to work each day with hammer in hand, ready to work carried him far and was a great lesson to me and my siblings.

Students, it doesn't matter if you are a microchip engineer or a draftsman, a teacher or a surgeon, a student or an intern, a writer or a carpenter. The path to success is paved with hard work. Show up each day with your hammer in hand, ready to work.

Graduates, the voices of your fellow students from 1913 cry out to you, "There is much for you to do." Climb the majestic peaks of success, do it with hard work and deliberate practice, and when these are conquered, Wasatch is proud of you.

Members of the Wasatch County Board of Education and Superintendent Shoemaker, I certify that the candidates for graduation here presented have met all standards set forth by the Utah State Board of Education and the requirements for a Wasatch High School diploma. I present to you the Class of 2008.

FIRST GRADUATION SPEECH – 2007

PRINCIPAL PAUL SWEAT

In 1936, then Superintendent of Schools, Clarence Ostlund gave this advice to the graduates of Wasatch High School and I quote: "You are living in the most startling age in recorded history. Your great problem is one of harmonious adjustment to a changing civilization. You must therefore be flexible in your thinking. Don't stock up with a set of ready made ideas. Be dynamic, be courageous, be alive, be open-minded. Keep and use your heads in this mad swirl of economic, social, and spiritual upheaval. Hold to high ideals; seek

While the changes in our world since 1936 have been comprehensive and substantial in almost every aspect of life, the relevance of this advice has not changed at all. In fact, one might argue that these words of wisdom from this great educator are more accurate and relevant today than they were when first spoken.

One of the privileges of working at Wasatch High School is to witness the individual growth, development, and contributions of each class. The Class of 2007 is a microcosm of our greater society. Within this class can be found brilliant mathematicians, scientists, historians, and writers, accomplished musicians, actors, journalists, athletes, and artists, skilled craftsmen, technicians, architects, and agricultural scientists, and the list continues. Name the profession and an expert in that field resides here in the class of 2007.

Graduates, as we consider the potential impact that your class will have on the world, it is both inspiring and substantial. Each one of you has the ability to change the world we live in for good. My advice to you this day is taken from the words of a superintendent spoken 75 years ago. BE COURAGEOUS. Have confidence in your skills and abilities for they are significant. Most discoveries that have had a significant effect on our world have been made by young people not much older than you.

The fear of failure is often our greatest enemy. Don't let the fear of failure stifle your creativity, your motivation, or your ability to do good. Everyone experiences failure, great men and women define themselves by how they react to failure when it comes their way.

Steve Jobs, in his youthful enthusiasm, started a computer company in his garage with a friend at age 20. The year was 1976 and the name of the company was Apple Computer. Seven years later, the company became publicly traded and Jobs lured John Scully away from Pepsi Cola to serve as Apple's CEO. Within two years Jobs and his new CEO were at odds with each other about the direction of the company. The board of directors sided with the new guy and Steve Jobs, the founder of Apple Computers, was voted out of his own company. Surely Steve Jobs could have seen this as a huge failure and retired to a quiet life of bitterness and disappointment. Instead, he founded a new company called Next. Years later, in an ironic turn of events, his company, Next, was purchased by none other than Apple Computer. As part of the merger agreement, Steve Jobs was appointed CEO of Apple Computer, the very corporation that he founded and from which he was once fired. He still holds that position today leading Apple Computer in an era of profitability and success.

This class of 2007 will always be special to me. As a new principal I learned many things right along with you throughout your senior year. As we finish this year together, you will be the first graduates of my stewardship as principal. One year ago as I moved down the hall to the principal's office, the first item I chose to hang on my wall was a framed quote by a courageous president, Theodore Roosevelt. The quote reads as follows:

The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement and who at the worst, if he fails at least fails while daring greatly so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

Graduates, don't settle for the spectators' seat, jump into the arena. Make sure that you never find yourself with those cold and timid souls. Be courageous. See that your efforts are *purposefully directed* and then *success will mark you for her own*.

Members of the Wasatch County Board of Education and Superintendent Shoemaker, I certify that the candidates for graduation here presented have met all standards set forth by the Utah State Board of Education and the requirements for a Wasatch High School diploma. I present to you the Class of 2007.

WASATCH HIGH SCHOOL HALL OF FAME, INDUCTION TRIBUTE, 2011

Paul Sweat's association with Wasatch High School began 30 years ago as a student when he entered as a freshman in 1981. During his four years there he excelled academically and athletically. He also held numerous leadership positions. He was a three sport athlete excelling in both football and wrestling. He was named 1st Team All State as a running back/ linebacker and was a two-time State Wrestling Champion. He was also recognized as an Honorable-Mention All-American by wrestling USA magazine as well as being named Wasatch High School's Most Outstanding Athlete his senior year. Among other leadership positions Paul served as President of the FFA and was voted in as captain of both the football and wrestling teams.

Paul loved his time as a student at Wasatch High and, even when he was in the 9th grade, wrote about his desire to return home someday as a teacher and coach.

After earning two education degrees and working at other schools both in and out of Wasatch County, Paul's dream of working full time at Wasatch High was realized when he was hired to be an Assistant Principal and Athletic Director in 1998. He held this position for 8 years during which Wasatch was very successful winning numerous state and region championships; twice winning wrestling and basketball state championships in the same year.

In the spring of 2006 Paul was asked to be the Principal of Wasatch High School—a position he would serve in for five years. These five years marked a period of unprecedented growth for Wasatch High.

Paul was heavily involved in making the vision of a new state of the art high school in Wasatch County a reality. As the time approached for a community vote on a bond to finance the new building, Paul was asked to be the spokesman for the project, leading presentations and discussions at public meetings throughout the county. He also made numerous presentations to government, civic and community groups and at the same time worked closely with a well-organized citizens information group.

On November 7, 2006 an overwhelming majority of Wasatch County voters approved the project. During the next few months Paul spent countless hours with architects and teachers working on the design and detail of the building.

Once the ground was broken for the new high school, Paul's passion for excellence drove him in his almost daily inspections of the project. His vision was for this school to be the best education facility in the state. Long days of work coupled with detailed discussions of the challenges with key individuals were essential in the creation of the new Wasatch High School.

Meanwhile, deep inside Paul Sweat lived a second passion: The preservation of the history of Wasatch High School. Paul believed that what went before us was as important as what would come after us and he wanted desperately to honor those of the past upon whose shoulders current students and educators now stand. The legacy projects in the high school—the magnificent mural, the in-laid wood W in the Nest, the majestic Expect to Excel rock, the yearbook collection, and the Wasatch memorabilia displayed in the alumni room are all realities because of Paul’s vision and hard work.

While much energy and attention were focused on the construction of the new school as well as unearthing and preserving the educational history of the valley, Paul Sweat also used this time to focus his faculty at Wasatch High in an educational rebuild that elevated the academic climate to a new level. He started with the implementation of the Professional Learning Community concept. Together, he led teachers to rebuild their curriculum from the ground up, joining each educator’s strength to elevate academic rigor and expectations at Wasatch High School to a new level.

Later, those same philosophies spread throughout the district leading to improved student achievement in the valley. This concept made student learning the focus of every decision made as well as the standard of measurement for school improvement. Many of the academic changes made under Paul’s direction have since been studied and implemented by other high schools around the state.

The impact Paul Sweat has had on Wasatch High School will be felt for generations. The construction of the new building, the preservation of the historical heritage and the academic model developed and implemented under his direction echo his love for this school. His passion and vision are deeply imbedded, not just in the man himself, but in the school that he has loved so well.

In his final graduation address given in May of 2011, Paul summed up his deep love for Wasatch High School and those who give so much to make it successful. He said: “To the teachers, coaches, advisors and other adults at Wasatch High: I honor you, respect you and love you. You are amazing! You do more for less than any other segment of society. I will always feel a reverence for what you do and how you do it.

“To the students: You inspire me, impress me and never cease to amaze me. I am absolutely astounded at your level of talent, dedication and excellence. You motivate me to do better. You not only say ‘Expect to Excel,’ you live it every day.

“So long my friends, and so long to my dear old Wasatch High. I will forever be—your biggest fan.”