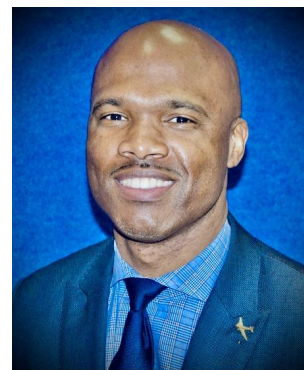


Bryan T. Taulton, Ed.D.
Curriculum Vitae

Birthdate: February 6, 1983 (42)
Place: Houston, Texas



Executive Educational Leadership Summary:

Exceptional executive educational leadership skills and experience in driving results, providing visionary stewardship, and applying servant leadership practices to enhance instructional programs and heighten student achievement through working in partnership with all school stakeholders. My primary focus is to serve as a change agent and positively impact and shape students' lives by ensuring they receive high-quality learning experiences, every day.

Doctoral Thesis Title: Retaining High-Quality Teachers through Mentorship and Support: The Principal's Role

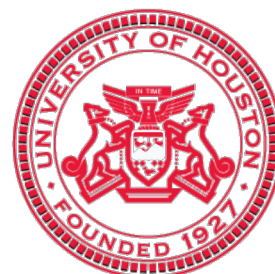
Superintendent Experience: 7 Years

Education Background:

UNIVERSITY OF HOUSTON: GPA 4.00

Doctor of Education: Professional Leadership: Conferred December 2014

Superintendent Certification: (095) EC-12: Attained June 2014



CONCORDIA UNIVERSITY-TEXAS: GPA 3.90

Master of Education: Education Administration: Conferred May 2009

Principal Certification: (068) EC-12: Attained August 2009



TEXAS SOUTHERN UNIVERSITY: GPA 3.08

Bachelor of Science: Biology: Conferred May 2005

Special Education Certification: (161) EC-12: Attained September 2007



Educational Leadership Philosophy:

High-quality teaching is the most powerful tool for helping students achieve high scholastic standards. Therefore, what happens in the classroom matters the most considering teachers have the greatest impact on student growth and achievement. With students at the heart of my educational leadership philosophy, I believe that a prosperous school community is only built and sustained through setting clear results-driven goals, creating a district culture of high expectations, leading with a sense of urgency, and promoting collaboration amongst all school stakeholders. The learning community that I aspire to lead will embody my educational leadership values of lifelong learning, academic excellence, servant leadership, professionalism, building and nurturing positive relationships, professional growth and development, open communication, organizational leadership, and most importantly a profound emphasis on teaching and learning.

Successful Professional Educator & Executive School Leadership Experience:

Professional Educator & Leadership Experience in Large & Midsized Suburban and Small Rural School Districts including Pearland ISD, Fort Bend ISD, Spring Branch ISD, Hardin ISD, and Goodrich ISD. I also have collegiate-level teaching experience at Houston Christian University, specializing in School Law, Instructional Leadership & Evaluation, District and Community Relations, Internal Communication and Public Relations, Role of the Principal, School Business Management and Finance, and Leadership Inclusive Education

- Superintendent of Schools: **Coldspring-Oakhurst CISD (2021-Current), Goodrich ISD (2018-2021)**
- Assistant Superintendent: **Hardin ISD**
- High School Principal: **Hardin ISD**
- Junior High School Principal: **Hardin ISD**
- Adjunct Professor: **Houston Christian University (Masters & Doctoral Graduate Level Courses)**

Areas of Specialization:

-School Law, Instructional Leadership & Evaluation, Role of the Principal, School Business Management & Finance, Systems Thinkers: Theory & Application, Leadership & Inclusive Education, and Interpersonal Communication & Public Relations

- Executive Director: District Middle School Summer School Program: **Spring Branch ISD**
- Middle School Assistant Principal: **Spring Branch ISD, Spring Forest Middle School**
- Middle School Teacher: **Fort Bend ISD, Sugar Land Middle School**

Title: Special Education Teacher

Teaching Assignment(s):

-Adaptive Behavior Unit Teacher

-6th - 8th Grade Science Teacher (Resource)

-6th - 8th Grade ELA Teacher (Resource)

-6th - 8th Grade ELA Co-Teacher

-6th - 8th Grade Math Co-Teacher

Accomplishments/Honors:

-Campus Rookie of the Year (2006-2007)

-Campus Teacher of the Year (2010-2011)

-Assistant Principal Intern (2009-2011)

-TASA Professional Learning Committee Member

-TASA 1st-Year Superintendent Mentor

- Student Teacher: **Pearland ISD, Jamison Middle School & Pearland High School**

Visionary

- Face of the district and leads with conviction and confidence
- A progressive thinker who has proven success in implementing innovative instructional strategies and technology tools in today's classrooms
- An adept leader well versed in public education, school finance, operations, curriculum & instruction, human resources, facilities management and construction, and capable of leading and directing with foresight, efficiency, and effectiveness
- A future-focused leader who can develop long-range plans to meet district instructional, operational, and facility needs

Strategic

- Instructional leader with a record of success in improving achievement outcomes for all students
- Emphasizes and monitors a rigorous educational mindset focused on mastery of required standards, relevant and engaging instruction, and student growth
- An experienced financial manager who understands Texas school finance and how to maximize the district's resources
- Holds self and everyone in the district accountable for success and excellence

Inspirational

- Work in partnership with the Board of Trustees, students, employees, parents, and community to build a productive relationship based on transparency, mutual respect, and collaboration
- Highly visible on campuses, in classrooms, campus/district activities, and community events and positively interacts with students, staff, parents, and the community
- Confident public speaker, clear and concise writer, able to think on their feet and express themselves with conviction
- Unwavering commitment to leading the district with integrity, exemplary moral character, and strong work ethic

Courageous

- Ability to make tough decisions in the best interest of students and the district and support those decisions with resources and personal commitment
- Effective problem solver who actively solicits input from those involved
- Resilient leader who will do whatever is necessary to meet the needs of students and staff

Inclusive

- Embrace the culture and character of our community
- Effective communicator who is accessible, approachable, and relatable to all internal and external stakeholder groups and develops bonds of trust
- Politically astute to navigate a variety of political perspectives

SERVANT LEADERSHIP

As a servant leader, my educational administration philosophy and daily objective center on being overtly immersed in doing whatever it takes to help students and teachers succeed in the classroom. Thus, I believe that a prosperous school community is only built and sustained through setting clear results-driven goals, creating a school culture of high expectations, leading with a sense of urgency, and promoting collaboration amongst all school stakeholders. Throughout my career, I have dedicated my time and energy towards honing and strengthening my educational leadership skills to thrive as a Superintendent by cultivating my dynamic organizational & instructional leadership skills in my role as a secondary school principal and district-level executive. During this time, my primary focus has been geared towards utilizing my servant leadership skills to support teachers to enhance their instructional methods, focusing on teacher development and student growth, and coaching principals to heighten their effectiveness. By having a keen eye for and a profound understanding of what high-quality instruction looks like in the classroom, analyzing student performance data to measure growth and teacher effectiveness, cultivating school-student connectedness, and building positive relationships with all school stakeholders, I aspire to continue to serve as a change agent in optimizing instructional programs to bolster student achievement.

EQUITY

As an educational leader, I embrace the diversity present in our society, community, and schools. Thus, it is our responsibility to be innovative and proactive in our approach to find equitable solutions that provide the necessary resources and support structures vital to ensure that every student thrives in a supportive, positive, and engaging learning environment.

INSTRUCTION

What happens in the classroom is the most important work in our school system, and classroom teachers need robust instructional leadership support and access to meaningful professional development to meet the individual learning needs of all students. Effective instructional practices that are innovative, student-centered, research-based, and promote critical thinking have been proven to have a substantial impact on student learning. Also, teachers have the closest relationship with students, and we must acknowledge the powerful impact that teacher-student connectedness has on student attendance and achievement. Moreover, we must build upon these relationships and utilize them as a catalyst for driving results and providing the necessary support systems to enhance them.

TEAMWORK & COLLABORATION

Effective teams are built on integrity, ethics, and trusting relationships, and strong leadership leads to high expectations, accountability, and positive results. All school stakeholders must feel valued, involved in the decision-making process, and willing to work in partnership to learn, thrive, and achieve the goals and objectives of the campus/district. An environment that encourages open/honest conversations, productive problem-solving, effective conflict resolution, and collaborative effort will move the work of the team/organization forward.

STUDENT GROWTH & CONTINUOUS IMPROVEMENT

Results-driven practices lead to reflection and a realization of what is working, what needs to be improved, and what we need to do next. Learning from both our successes and failures is essential to identify and prioritize practices, and make adjustments/implement changes that will produce positive results across our school organization. As a district, we must use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Media Highlights

[2024-2025 First Quarter Recap](#)

[From Schools to Cities: The Bond Acquisition Journey](#)

[2023-2024 Fall Semester Recap with Dr. Taulton](#)

[2023-2024 First 6-Weeks Recap with Dr. Taulton](#)

[The Path Forward podcast episode "Leading Through Change"](#)

["COCISD November Update with Dr. Taulton"](#)

["COCISD September Update with Dr. Taulton"](#)

["A Talk with Dr. Taulton"](#)

["December Updates with Dr. Taulton"](#)

["Catching up with Dr. Taulton"](#)

[The Path Forward podcast episode "Superintendents on the Rise"](#)

[Award of Appreciation - Hardin High School](#)

Hardin High School Principal Appreciation Month:

[Hardin High School Principal Month \(National Contest\) "We love you Dr. Taulton!"](#)

[Facebook post: Hardin High School Videos](#)

[Feature story on Bluebonnet News](#)