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Good evening. My name is Royce Van Tassell. I am the executive director of the Utah Association of Public Charter Schools. We are one of five organizations that make up the Utah Education Debate Coalition this year. In addition to the association, we have The Southerland Institute, the Hinckley Institute of Politics, KSL News Radio, and United Way Salt Lake that are our partners. We are thrilled that you can all be here. This is the third, no, fourth of the eight debates that we are hosting this year or at least

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this fall. The remaining one tomorrow night in District 8 down in Murray, and then we have three next week which will be the last three of the eight seats that are up for election in the fall. Our moderator this evening will be Morgan Cotty from the Hinckley Institute of Politics and she is in charge. She's spoken with the candidates. She will explain briefly the rules to us. Her word goes. No matter what happens, her word goes. We will

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begin though, with - you know what, I need to thank Weilenmann School of Discovery and Cindy Richards who is their director for hosting this wonderful debate. I hope you get a chance to look around. This is one of the most unique charter schools in the state. One of the things that I love about the debates we've done is the opportunity to visit so many different charter schools. You'll see that everyone's a little bit different and we love that. So Cindy is going to lead us in the Pledge of Allegiance and then Morgan can take over.

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Ladies and gentlemen, if you could please stand for the pledge. Please begin. I pledge allegiance to the flag of the United States of America. And to the republic for which it stands one nation under God indivisible with liberty and justice for ALL.

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Thank you Royce and welcome to all of you whether you're here a person streaming or listening on the radio. This is the district seven school board debate. Our two candidates this evening are Carol Barlow Lear and Shelley Teuscher - excuse me. At the beginning, we just rolled a die to determine who would go first. Carol began with her opening remark which means that Shelly, at the end, will have her closing

remarks first. The rules of the debate are that for each question we will – the candidates will have a two minute response if they would then like to rebut their

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opponent. They will have one minute as well. At the end they will be able to give one minute closing remarks. So as I said, Carol gets to give her opening remarks first so she has two minutes to do so.

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Thank you. And let me say before I – in case I forget. I am so appreciative that you would come. If you're connected to this in some way, I probably don't know that. I just think that you're coming because you're interested in education and I think that is a great tribute to you. And that's certainly why I'm here and I expect that my opponent is here as well because of that. My name is Carol Barlow Lear – a lot of Rs and Ls. I am an educator. I graduated from college and what I graduated from college to do is be a high school teacher. I loved it. I started my life at Kean's high school in

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the 1970s. It was very different than the east side of Salt Lake where I went to high school. But I loved teaching. I never really got it out of my system. I was at East High School last Friday teaching a civics class for Constitution Day and it was – I was a little nervous but it was really really fun. I enjoyed it a lot. After I taught for five years – I was a data point. I was one of those who taught for five years and then just said, I am working too hard. This is like eating me alive. And so I went to law school and I finished law school and and have two sons while I was in law

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school, so teaching looked pretty good at that point. But I wanted to combine law and education. I worked in a non-profit for a few years, had another child while my children were young. And then I went to work for the State Education Office. I worked for the State Education Office for about 25 years, retired two years ago. I'm now in private practice doing legal work for school district's charter schools. I am deeply deeply committed to public education. It's been my life's work. I really feel like I could contribute greatly to the State Board of Education. We'll talk in a few minutes about our priorities and

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our positions. But right now I just want you to know that I am really

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the greatest spokesperson for public education that you will maybe ever hear. Thank you.

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I'm Shelley Teuscher and I - there are two halves of myself I want to talk about tonight. First of all I am a mother. I have one daughter who struggled while she was in school. And so I saw, you know, we moved around a certain amount to take advantage of the different educational settings. So during her school career I experienced with her three district schools, two charter schools, online learning, special ed, and so I feel like I have a really comprehensive view from a parent's perspective of the school system and have certainly seen firsthand how important it is in changing kids lives. She had a couple of wonderful teachers at crucial times in her career

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and as a result she does very well. She is in college. Well, actually today she left on a Mormon mission. But before that she was in college. And, anyway, so - well again during her school career I was on a guidance committee for a charter school. And in that context, I was the liaison with the local school. And so I was able to see how the charter school did things, how the local school did things and to work to bring those two sides together which I was able to make some progress with. They were kind of in a state of war when I started. And then also I served on a school Community Council for

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Emerson School. And years ago, long before I had kids I also worked for the constitutional review commission. And in that context, was staff to the committee rewriting the education article of the Constitution. And so anyway, I also have been a government relations professional for over 30 years. In that context I have been exposed to people on a lot of different sides, warring parties and I've had the opportunity to learn how to help people see the other side, identify common points, come up with solutions for difficult problems and bring people together. And so I think those two halves of

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myself are why I would make a great member of the State Board of Education. I'd be able to heal some of the divisions out there in the education community and also bring the perspective of a parent of a student that wasn't a high flyer.

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Thank you. Our first question which Shelley will be the first to answer: So you both have really interesting backgrounds as educators, parts of your community, administrators, parents. From these experiences, whom do you think should be the primary driver of education policy? Should it be the State Board of Education? The legislature? The state? The Utah State Office of Education? Or another entity? And why? This is another question with a duality in it.

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The Utah Constitution gives to the legislature the responsibility to establish and maintain the schools which in practice means the responsibility to pay for schools, to provide the purse strings. And then it gives to the state office or to the State Board of Education the responsibility for the control and supervision of schools. So technically the state office of the State Board of Education has the responsibility for – to, you know, driving education policy in the state but in reality the legislature not only is deeply involved with writing statutes that can affect what education

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policy can be adopted, but also if they don't believe in a particular program they're not going to want to pay for it. And so in actual fact, it's it's a joint responsibility for education and state of Utah which is one of the reasons I think that I would be a successful member of the board because I have worked with the legislature for over 30 years, know them, and know how to work within that system. Excellent question. I and we've

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wrestled with this. I worked, as I said, for the State Board of Education with the State Office of Education for 25 years and this was – there was an interesting tension between the state board and the legislature, not an unhealthy tension, much of the time I would say because as Shelley mentioned, the Constitution spells it out. General control and supervision goes to the State Board of Education. Establish and maintain goes to the legislature. I think we ought to add a third component and that is local school district's, charter schools. We call them LEAs, local

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education agencies, because I think there's not enough police to regulate the kinds of things. Sometimes though the legislature and sometimes the State Board of Education weren't regulated. So you've got to have a really, every

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cooperative, collaborative relationship with school districts and charter schools or you won't have a successful education situation. But I personally believe the State Board of Education should be the primary policymaker for public education. I think that it's a smaller group. It's certainly not always nimble, as they like to say, but I think it's more so than the state legislature. I think I have worked with the State Board of Education and I know I have for a long time and I think I could help a lot of those colleagues of mine who are still there work well with the state board and also with the

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state legislature. But we have to have the cooperation, the full plan for action – no surprises to school districts and charter schools when

new policies are announced. I think that's really a crucial component because it has a more satisfactory outcome.

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Shelly, would you like rebuttal time?

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I appreciate her mentioning the local education agencies. That's an that's an important component as well because if you don't get there buy-in, when the policies trickle down then they can get worked in interesting ways and so she makes a good point.

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I think I think we've exhausted that question. OK. Carol, you addressed part of this next question and you're the first to answer this one, but over the years the relationship with the State School Board and the legislature has, to put it diplomatically, we've had some periods of stress and strain and there might be some healthy strain. This might be a healthy thing but so, how do you think the two entities can work better together and what do you think the proper role of the state legislature is in education? We've

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said that the legislature pays for education. Any time you pay for something, you want to have some control. You want to have some accountability - certainly want significant accountability and I respect that position from the legislature.

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On the other hand, one of the things I've said to legislators over the years and they've said, we really we can see here you're struggling as educators. We can see the state boards struggling. What can you do to really make this a better situation for children? Just the whole education process that affects communities in the state and I said, don't pass a single bill don't pass any bills. Fund the system and just let us go for two years because it's like changing, it's like moving an ocean liner every single year. I looked this morning. There are 40 bills filed that would affect public education in

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this upcoming session. Not all of them will pass but a lot of them pass. It makes it really really difficult when the legislature is so anxious to tell the state board how to do its jobs and to help to tell school districts and charter schools how to do their jobs in very prescriptive ways. So I think the tension exists. I think it's workable. I think democracy is messy. I think it's kind of a beautiful thing that there are strong opinions. I would love a legislature who said, speak to tell us what it is to implement these programs. Tell us the legal

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aspects of them. We don't work in your world, work as plumbers and lawyers and doctors and lots of other things.

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I wish that happened more. I would certainly work toward that end I think I could do that. I know a lot of legislators. They're not all enemies or negative toward me or toward education generally.

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But I personally believe that disagreement can be healthy and just need to work through it. I'd rather have disagreement than stealth

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bills or stealth laws or stealth rules. That then create a bad situation.

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I think one of the reasons the legislature has passed so many pieces of legislation with respect to education is they don't feel trust in the State Board of Education. And when legislators don't trust something, they start to legislate in ways that aren't perhaps productive for the children of the state of Utah. And so I think one of the things that I would like to do if I'm elected is bring some trust to that relationship. I have some great relationships on Capitol Hill. As I said I've worked there for over 30 years. I know every legislator, I know I have good relationships with the members of leadership, and what I would like to do is work on the trust factor because when

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legislators feel like they can trust you, they can trust the information you provide, then they're much more willing to stand back and say, okay. Go do your thing. If you need us call us. And I think one of the factors. You know there are some simple tricks to working with legislators that I think haven't been implemented up to this point. One of them is they hate surprises. They hate surprises. And so when there are major developments, it's positive - just pick up the phone and call the leadership and say, hey - this is what's going to happen tomorrow. So they don't read it in the newspaper. And so, if I think if we go in that direction and the

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other thing is the legislature doesn't ever ask to be informed. They assume they are informed and then they move forward. So they're never going to come to the State Board of Education and say, tell us your views. Well individual ones might. But in general, no. They will expect the State Board of Education to go to the legislature, tell them what's going on, tell them what they want, tell them why, and not to wait to be asked essentially. You have to you have to be proactive

in dealing with the legislature. And I think that will help heal the relationship between the state school board and the legislature. And as the relationship is healed, I think

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you'll see many far more- far fewer problematic bills.

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Carol would you like to say - Just briefly, I'd - I watched bills for almost 30 years. I've never seen a year where the - oh wait, the year that the Olympics were in Salt Lake and the legislative session was cut by about half. I think there were fewer bills that year. Other than that, I've never seen fewer bills from year to year from the legislature. And I've seen definitely legislators and state board members ebb and flow. They've been varying degrees of trust and support but I've not seen ever the bill number go down which is what I think would really, and I don't want

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to exaggerate that, but it would help that the school districts, charter schools to get their feet under them and really implement something well as opposed to quickly waiting for the next shoe to fall. Let me also add this piece about public education. Everybody's an expert about schools because, you know, we've all been there our children have been there and I think that the legislature is less willing to be deferential to the public schools than, say, to the realtor's association or other kinds of special interest groups.

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I agree, it would be desirable if there were no bills or if there were fewer bills or if the legislature listened to more to the forces behind public education that are seeking to educate the children of the state of Utah. But reality is that's never going to happen. And so what we need to do is just work together to try and head off things that would be most destructive to the system and to pass things that are going to be the most constructive. They just - legislators are all parents they represent parents. They do have kids in schools. They have friends that are teachers and so they feel like they have something that

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they can offer. And it's just a matter of working within that fact situation.

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Thank you. All right, Shelly. You get the next question first. In June, as many of us know, that your board of education created a new teaching license that requires a bachelor's degree and content knowledge rather than that formal classroom training and a teaching certificate. Of course, we know that there has to be a mentoring with

an experienced educator. But tell us what is your opinion on this policy and do you think it will help or hurt the education system here in Utah?

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Well, it's not ideal. Certainly it's not ideal. I mean the ideal solution would be for us to teachers that are trained in education in classroom management, discipline, etc. teaching subjects that they know a lot about. However, that's not the situation we have today. Even without any alternative paths to licensure because of the number – because of the teacher shortage we face and the number of subs there are in classrooms where you might have somebody with a degree in history teaching a class on biology. Well today, my nephew stood in front of 180

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total students in middle school as an alternative route to licensure teacher and – in biology. He has a degree in biology and so he has the content knowledge. He has the eagerness. He has the interest. He doesn't have some of the training it would be desirable for him to have. So I think that with these, with these alternative routes of licensure content knowledge is, I think, the single most important thing that can benefit our kids. But I'd like to see greater training of the people going through the alternative routes so that

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they can at least arrive in a classroom knowing something about classroom management. I asked him the other night how things were going and he said, oh – he said, discipline is a work of art. I mean, it's a work in progress. So there's definitely, I mean, we have to address the teacher shortage somehow. And I think alternative paths to teaching can be part of that solution. But I would like to see more training done of those who come in through that path. Carol? This

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is an example of what

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I was talking about is something that's caught LEA, school district's, charter schools, for the most part by surprise. I would have appreciated – they would have appreciated, and I represent some of those school districts that were caught by surprise. They would have appreciated a more collaborative discussion which they begged the state board for, a discussion that said, how can we do this best? How can we either improve the five existing alternative paths? How can we adjust that instead of throwing another one on the top? I think that's what I'm saying by process and involving the school districts, charter schools

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right from the get go instead of springing something on them, which is, I know, how they felt. But it's a done deal. I mean, I'm not one to sort of lament that. It's a done deal. In fact, I have a client that I'm working with. I said, Kate, as long as this exists we're going to make this work for you. She's taught and coached successfully in another school district. She was recruited away by a different school and she's been in a very complicated long, laborious route to licensure. And some of that's her fault. She hasn't been on task all the time. But I said, this is available. You take a test, you've taken the Praxis which is the content test, you take the ethics

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review, which I wrote so I can tell you how easy that is. Take the ethics review, pay your forty bucks, you've got a alevel one license. Let's just stop all this ARL stuff. You've proven that you're good, your evaluations have been great in these other places.

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So let's see if we can get this school to work with their school district and make you an APT teacher in a more streamlined fashion that the alternative routes, ARL route, is. So if it's available, we'll use it. Do I think it's the best? No. I'm very proud of my level 3 teaching license. I worked hard for it. I have an administrative supervisory license on top of that. I'm not thrilled about it, but it's in place and let's see if we can make work.

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Shelly, would you like rebuttal time? No.

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All right, Carol. Our next question you will answer first. So just yesterday the legislature's education interim committee voted to begin drafting new legislation that would modify school grading system. So this new system would have different metrics that it could award points for: decreased absences, early reading levels, enrollment in AP and honors. So what is your opinion on this proposed policy and what else do you think can be done to improve the grading system that we use here in Utah?

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I feel like it and feel like I'm repeating myself, and so if I am just you know and say, move on, Carol. I think that one of the problems with the school grading system is they've changed it every single year since it was passed. I think it was four, five years ago. Every single year there's been an adjustment to it.

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Oh, let's do it in this way. Let's change it in that way. And that is very hard for school districts and charter schools to adjust to.

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It's hard for parents to say, I was looking through some grades and an explanation of this actually this very thing today and I thought, I just threw my hands up and I am part of the system. And I just thought, I can't figure this out. I'm not sure what these grades mean. So I'm not a fan of changing it again. Even

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if it's an improvement, I think we've got to stick with what we've got for a while. I - the biggest problem I have with the school grading system is that it's unrealistic. You have some schools that have like an 80 to 90 percent mobility rate of their students. How do you possibly

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even track growth in those students academic growth or abilities when you're when they're moving so much, their families are moving so much. They bring so many of their situations or home situations to the school that I don't feel like we're really grading academic progress or academic activity. What we're grading is socioeconomics which, everything we read, the greatest predictor of a student's success in school is the family situation, is a socioeconomic situation of that student. So I feel like grading these

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academics when there are so many things that can't be changed in various schools is sort of an exercise in futility, you

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know, and it tries to oversimplify something that's really a lot more complicated than it's explained to be. Shelly?

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Yes. I - school grading is a deeply flawed subject, no question. But I'm not against the idea of change if it's going to be an improvement. I think that the current proposal is an improvement. I think we owe it to parents to be as accurate as possible and the changes they propose will give parents more information. The, so, I don't object to change simply because it's change. I'm comfortable with change where it is necessary but the, I think, it's the board's responsibility - and this is a place where I think the people newly

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elected to the board can take some leadership - I think it's the board's responsibility to help the local education authorities, you know, local districts, charter schools, to cope with the changes and in grading. Well, I did that backwards. What I should have said is it's first, the board's responsibility to listen to children, parents, teachers, the local education, districts and charter schools and to work with the legislature between now and the

end of the session to try and massage that school grading proposal in a way that will help everybody in the system. But once it's passed – because they are going

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to change it, that's not a bad thing if you can find improvements – once it's passed, then I think it's the board's responsibility to work with all of those other stakeholders in the educational system and to help them understand the new grading system, help them adapt to it, help them maximize it's value for each of, you know, for schools, teachers, parents, students, and to just make it as good as possible and possibly in that in that process, identify other changes that need to be made the next year because I think it's too important a subject to be left to say, oh let's just be consistent from year to year.

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Carol? Shelly makes a really good point and I certainly think if this proves to be an improvement, of course we should look at those possibilities as the State Board of Education.

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I am, though,

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sort of – and I overreacted, let me say that too. This is not a final, this is not a done deal. This is proposed by the committee and they'll be a lot of discussion of this. I've heard discussion among some legislators of, let's admit we made a mistake and do away with this whole grading system or, let's go to the criteria grading system that school districts use school. Most schools use they don't just have, you're Jane Smith, you get an A, you get a B in math, you get a C and science, you get an A in PE, you get it – you know what I'm talking about. I mean, even your citizenship grade is different. So I've heard some talk about

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actually changing to that model. I think that would be a good thing. But this is absolutely not a done deal and I think it is the board's responsibility to try to work with legislators to help them see that there are some changes that would be good and some that maybe we should keep in place, keep some things in place so that it's a more stable situation for a while.

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No, I just think I just think whatever we can do to change it every year to make it a better signal to parents and to policymakers we should do, recognizing that it's not going to track with the year previous. I think as long as you recognize that, it's okay to change it.

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All right, Shelly. Let's switch gears a little bit here and talk about teacher retention. Historically this has been a very significant challenge in Utah and recent data show that within the first five years over 40 percent of our teachers quit. So what policy or policies do you believe should be put into place to help retain teachers at higher rates?

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Well I will be very interested to see my nephew over the next five years because I think he'll end up in teaching but he's certainly, because see, some of the training that it would have been good for him to have he hasn't had. I hope he won't get frustrated and just drop out. But I think, I'm not sure what the exact policies are, but I think we need to go – we need to value teachers more highly because kids succeed when teachers succeed. And so one of those, I mean, everybody knows that teachers need higher salaries. I completely agree with that. But I think it's something more indefinable as

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well. Let me just give you a story. When I was 19, I went to live in Paris for six months. It's the time of your life where everybody asks you what your parents do for a living. And so, my father was a doctor, my mother was a teacher and when I told people here in the United States that, they would invariably say, oh! Your father's a doctor. But the experience in Paris was exactly the reverse. People would say, Oh! Your mother is a teacher. And so I think that's one of the reasons we have a problem with teacher retention because our teachers aren't proud to be teachers. I mean, individually I'm sure they're proud to be teachers, but society doesn't value them highly

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enough that they can go home at night and say, wow! I'm a teacher! People are proud to know me! You know, my kids are proud that I'm a teacher. And so I think we need to move toward that societally. I'm not sure what policies it will take to do that, but that's actually the reason I –that's what drove me to get involved with the state school board race was the desire to improve the value we have for teachers so that we can improve the outcomes for students.

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And I can't disagree with that. I absolutely think teachers need more respect. I also have a lot of friends who are teachers who say, I don't want only respect. Give me more money. You know, enough of this soft peddling stuff. I think that salary is just undeniably a really important factor. When I started teaching right out of college, I thought I'd died and gone to heaven. I never made that much money. I won't even tell you what I'd make because it would give away when I started teaching. But I thought that was just amazing that I could

make so much money for doing something I loved. That is not true of my friends. And it's not true - it would not have been true of me 20 years

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later because it is just really hard work and that sounds so corny and so cheesy when I say that over and over, but I've never had a job where you get up every single day and you're on stage. You perform. You have to be up every single day. You don't close your door and say, I have a headache. You don't tell your secretary to redirect your calls. You have to be up for every single day of teaching. The other side of it is just amazing. You are incredibly enriched. I remember students I had at Kearn's high school 40 years ago. I've had some of them contact me about this campaign 40

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plus years later. So it's an amazing, unique relationship that teachers and students have. But we've got to find them find a way to pay them more money. That goes without saying. But there are other really important factors. Everyone talks about class size. Class size is a huge, and again, it sounds so cliched. We keep talking about it and the legislators, for

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the most part, some policymakers just say, oh go away, go away. You know, this is not change and it is true. It would take millions of dollars to reduce class size. That doesn't mean we should try. I was teaching a class at East High School last Friday. Thirty four students in the class. And the room was teeny. It was really claustrophobic and we finally worked through the discipline issues and it was a great experience. I was on an adrenaline high the rest of the day. But it's it's a really hard road home. Absolutely

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teachers need more money and one of the things I'd like to, I'd like to work on if elected is I'd like to work on making sure that additional money that comes into education, and I think we need additional money in education, making sure that goes to teacher salaries and not to new programs at the state or district levels. I think they're - I'd like to see less money go into administration and more go into teacher salaries because the administration is the support for the teacher not the other way around. I have known several - a great principal that left her school that was doing an amazing job and went to the district level because she

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could make more money at the district. Well that's just backwards. I think also another thing that would help with teacher retention would be giving teachers greater control of their classrooms, changing the way we do testing so they don't have to to teach to the test. I mean I

think there are a lot of conditions in classrooms that we could improve to make them want to stay in their jobs and be less likely to burn out.

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Can I add one thing to that that I just - ? I also think that we have to be more creative about our teaching force. I have a number of friends who would love to go back part time. School districts and I can't speak to charters so much on this issue but I know school districts don't like part time employees. It's complicated. What do we do about benefits? But if I think we have to look for creative solutions. If we can make it easier for retired teachers to come back, I like that better than alternative routes, frankly, because those people have had training. They've had

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experience. They're a long way down that road. I would like it to make it easier for people coming in from other states and other countries to be teachers. And I also think that one of the most important things, and because it's such a hard thing in teaching, is it's an all day, every day, every minute of the day job. And if we could look for ways to lessen that stress, that burden, I think that would bring more people into teaching.

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Thank you. All right. Let's really switch gears now and talk about student athletes and sports in high schools. The state school board is currently - and this question will go to you first, Carol - So, a state school board is currently debating a proposal that would impede the Utah High School Association from really enforcing restrictions on student athletes who transfer schools. So first, what's your opinion on this measure? And also, I'd like each of you to speak a little bit to, sort of this tension we have between a lot of parents and community members who don't like the idea of schools recruiting athletes but also the open enrollment policy that we have here in

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the state. This is.

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such an interesting problem and question and if the state board were not in the middle of it, it could be you know really philosophically interesting. Again, Lynn mentioned process. This was just sprung on school districts and charter schools at the board meeting. I think that's what they most resented as I've talked to superintendents and some clients of mine. That's a problem. My children were high school athletes. One of them went on to be a college athlete. They had a wonderful experience. They were in the perfect size school for that. They're not great athletes, but they were in the size of a school that that gave them those opportunities. So I

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think that I am a very big fan of school athletics. I think we should continue that. This particular proposal, what's kind of left out of this equation is when students are allowed to transfer at will – play baseball here and football at another school and you know, soccer at a third school – when they're allowed to do that, that displaces students who are currently playing in those schools and so there's fairness for those students who are moving and want to move. But there's also fairness for those students in those communities. So I think both of those things have to be balanced. I think this can be resolved.

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I don't think this is a problem that's going to destroy the High School Activities Association, I don't think it's going to break down relationships between the board and the USHAA. But again, I think this is something that needs to be approached together, diplomatically with the state board saying, we don't like the fact that there's not choice and maybe there should be choice. We don't like the fact that we're bombarded with 'You should fix the Utah High School Athletic Association'. And I've got to say, the USHAA came to the board in a very conciliatory fashion. How can we meet with you? What can we do for you? We would like to get along with you. And

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I've got to say they came out the statesman, I thought, in that particular exchange. But it has to be a two way street. I think it can be fixed.

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Well I'm going to show that I'm not a sports fan with this answer because in my mind the purpose of high school athletics or athletics at any level – school sponsored athletics at any level – is not to win the football game. Rather, it's to develop the child. And I think that if you allow willy nilly transfers, what's going to happen is you're going to have recruiting, you're going to have schools that, you know, are just crush every year in competition with other schools and I think that's going to be destructive to the kids that are, you know, good enough to play on their school football team but not good enough to be recruited to whoever is going to be the football powerhouse. So I think

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that the current policy of the High School Athletic Association is the right one. I think we need to keep as many athletes as possible in the local schools. It's not only good for the for the lesser players, I think it's good for the better players as well because they learn lessons like helping their teammates, grit, you know, grinning and bearing it when they lose, all sorts of skills that that can be used

in the rest of their lives and the rest of their school career and extraordinary athletes are going to rise to the top in any setting. So your athletes that go on

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to college, you know, they're going to look good in any setting.

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All right. I'll give rebuttal time but also, I think next we'll go to questions from the audience so if you do have a question please be thinking about it.

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Just a couple more seconds on you USHAA a situation. I actually served on the board of trustees for a while as superintendent's designee a few years ago. It's a very interesting process and I think that USHAA does pretty well. Many colleagues I have who are state education attorneys, about three fourths of their time is taken up with appeals to a state board of education for alignment decisions, for transfer decisions.

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I don't think that's the role the State Board of Education. That's why as imperfect as it is, I think that we – I hope that the state board will go on to work in a more collaborative way with the USHAA and they'll be able to work through this USHAA stays in control but also acknowledges that maybe it needs to update, rethink some of its procedures. It's a new era for high school athletics. It's a new era of education. We've all got to be willing to look at possible changes and improvements.

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Shelley? Yeah, I just think that that we have to, first and foremost, we have to consider the kids and the impact on all of the kids that are playing athletics.

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All right. Now, we'd love to have some questions from the audience. If you have a question, please raise your hand and when you have the microphone, please state your name and the city in which you live.

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And for this question Shelly will be answering first.

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OK. Thank you. My name is Jackie Blake. I live here in Park City. Just so you know, very quickly, I co-founded a non-profit organization two and a half years ago. It's called PC Reads. It stands for Recognizing, Educating, and Advocating For Dyslexic Students. I also am here representing Decoding Dyslexia. So kind of a lot of things at once.

I'm going to ask kind of a twofold question. Dyslexia is one of the most common causes of reading failure,

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yet our teachers get very little instruction regarding it in their pre-service teacher training programs. How would you address that problem? And research clearly shows that early identification and remediation of students are at risk for reading failure, including students with dyslexia, are the keys to improving a lot of our outcomes, a lot of our scores that we know are low. Would you support teachers stipends and/or general dyslexia awareness training for elementary educators overall?

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Well I'm sorry to say this is my wheelhouse, because my daughter struggled because she was dyslexic and she only became a reader in I guess about the third grade when we got her with a special dyslexia tutor who cost a fortune but who made her a reader in just a few months and so she succeeded as well as she did in college and in her school career before that time because of the dyslexia tutoring we got for her. So I think everything needs to be done to address that situation. I know several extremely bright people who have not been able to succeed in life because they didn't learn to read or they didn't learn to read

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effectively because they were dyslexic. And so I think there's a lot of wasted potential out there, a lot of wasted talent. I think we definitely – I definitely would support teacher stipends and additional training, particularly in grade school, because Sarah's path would have been easier if she had been identified preschool, kindergarten rather than in third grade. It was harder for her to come out of, you know, to come into reading and so I think the earlier we can identify it, the earlier we can incentivize teachers to take additional courses and gain additional skills in dyslexia, – teaching

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kids with dyslexia – the better for the kids, the better for the parents, the better for society.

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And I will boldly say I want more money in education.

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I don't care how we get it taken care of. I don't care if we take it from roads. I don't care if we raise taxes. And that sounds – I'm a senior citizen –

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that sounds pretty harsh in this situation or climate, but we can't solve these kinds of problems. As effective as you may be as a nonprofit, you can't solve this problem in all of the public schools with all of the millions and millions of students we have so, and I may be exaggerating for effect but, which we do have. We've got to put some money into this problem. It's also one of my examples. Students who are dyslexic may have some special education time or pull-out time or they spend time with a

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special educator but most of them are mainstreamed back into general education classes for part of the school day at least. How are teachers who don't have any formal preparation at all going to be able to deal with three kids in a class who have to struggle with reading? My grandson up in Seattle is one of those strugglers and they have smaller classes in Seattle and they still are looking for a better situation for him because your regular ed teachers don't have training in these specialized areas and they absolutely need it and that's a function of money. And we can't

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just give them another day off to get some dyslexia training instead of raising their salaries.

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This is not a rebuttal per se but I would just say I agree wholeheartedly with what Carol said and I would definitely support a tax increase to bring more money into education.

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Is there anyone else with a question? I just want to follow up, just

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saying, you know, for both of you, just have clarification. Up to 20 percent of our students – actually population in the world – is dyslexic or struggles to read and just on your point Carol, most dyslexics are actually never diagnosed, they're never pulled out, they're not in special ed even when they are diagnosed because they have such high IQs. Not everybody, don't get me wrong, but a very high percentage of them. So it becomes a very mainstream, a very in the classroom and in Park City where – that's one of the reasons we founded is because, well I have a daughter who is dyslexic so that's my reason, but the teachers don't know and the great thing you should know is the teachers want to know. We have teachers coming to us on a daily

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basis saying, can you train us? Can you give us more information? And we're doing some professional development. We're also going in and doing some other things in our classrooms here, in our four elementary

schools. But I would hope whichever one of you could have the discussion on the board with the other board members and and to really realize that even now today, very often parents go in and say the word dyslexic and a lot of the teachers are afraid of that word and a lot of administrators are afraid of that word. Do you have a question? Oh OK. All right let's go to our next question.

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Yes, thank you. I just think both of you for being here and – all three of you – and I want to connect actually to what she said. So you're talking about – Can you tell us your name and also where you're from? Oh sorry, Christy Jones, Salt Lake City. Thank you. Connecting back to what she just said that the level of preparation that's required for a general educator is kind of what you're talking about. And you said, when the question about APT came up, it sounded like both of you agree that an APT holder probably does not have the level of preparation that

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a teacher would need and this is a good example of where that shows up. Anyway, it also sounds like you both were maybe saying, but maybe I'm misunderstood. I think, Carol, you said, It's a done deal so we just make it work, right? I

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did say that. Okay. That was the

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10 second answer. OK good. So I'd like them for longer answer. And what I'm wondering is, as a board member, what would be your position when the questions come to the board about – when the issues come to the board that have led to this lowering of the standards for what it takes to be given a Utah license, teaching license.

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Carol, you're first. You're right. I was too flippant flippant on that. And I don't know. If we have a program like that and we have to make it work, then I'll try to use it to the best advantage of teachers who would be good teachers. My efforts at the state board level would be several fold as soon as it was appropriate to take those. One of them would be to explore whether this could not be one of two or three alternative paths instead of –and revise. Look at the whole picture. Look at it holistically instead of just slapping this Band-Aid on it. Several paths that I think are reasonably

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effective. So I would look at, How do we do alternative licensing? Because it's it's going to happen. As much as I respect and I hold dear my level 3 license, there are people who feel like if you know it, you can teach it. But I think this was just pushed through too

fast and it was ill conceived. Another thing that I would do very early on. The board could have required that the mentors be paid, could have set some standards for mentoring, could have required LEA to release their very best teachers of a certain kind or certain

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designation. The board chose not to. And I think that's something that would help the mentoring if we're going to have alternatively prepared teachers, to have strong mentors and I would really work with the board to say, We've got to set some standards for that. I think there's a number of other things that you could do to make this program - an alternative licensing program - work, and I think we are we should acknowledge that there are going to be some alternative programs but I think, again, your point about autism is just - It's just one of many other -

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I'm sorry, not autism, but autism is another. There are a lot of them and they all need - the general education teachers need - more training. It goes without saying. It has to happen. And if we have unprepared teachers completely, that just exacerbates the problem.

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Well, I

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know it's been very controversial. I do think it's worth leaving the gate open because I think it has the potential to really be a significant part of the solution to the teacher shortage crisis. My nephew is in the classroom today because of the alternative, well, he went through the alternative route to licensing, not the brand new one. But he's in the classroom. He would never been in the classroom because he was very advanced in his schooling at the point where he decided he wanted to be a teacher and would have got done something else rather than going back and getting going through the full education program. So I think that that's valuable. But I would like to

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see some classes required of teachers going through these alternative pathways in classroom management, in discipline, in some of the things that will make the classroom run so that the kids that are there can learn from the teacher who has content knowledge. The other thing is I think absolutely mentor teachers must be paid more because that will - not only do they deserve to be paid more, that will also drive their enthusiasm and their investment in being a mentor to those teachers. So I think the board should require local education authorities to

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pay their master teachers. I know that's an unfunded mandate. I

do, however, know from my nephew that he's getting paid less than than a teacher who'd gone through a full education program would have been paid. So there's a delta there that I think should be paid to the teacher that's mentoring him.

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Another thing, I think, they need is some training for mentor teachers so that they know what they're doing and they know what standards they need to hit.

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Let me just add to that a couple of things. I was a teacher of teachers through Utah State University for 20 years. I taught teachers training to be administrators and teaching teachers is a unique skill set. So I absolutely agree that mentors need some training to be mentors. Let me also mention that, again, back to my favorite theme of process. This was not looked at holistically. If we go back just seven years to when we are in a recession of serious proportions, there was no teacher shortage then. In fact, people were lined up at the doors At Milford Elementary to get the second grade

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job. So I think we need to look at this in a very holistic, long term way and say, What's the best way to keep? And that's become just a phrase that rolls off people's tongues to keep and retain teachers. We need to find a really solid way to bring teachers into the profession, train them. find support for them, not make it such an overwhelmingly stressful job, and then we need to, of course, pay them more. But I think they're - if we look at this in the big picture way, I think we'll have a better solution. It will take longer, it'll be messy.

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Shelly, do you want to use your one minute rebuttal time?

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I think we're on the same page. We think that, you know, we need to get more teachers into the classroom but when they're in there they need to at least have some minimal training in pedagogy.

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All right and here's our final question.

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Can it be two? Real quick ones? It can be a two part

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final question. OK, they're completely unrelated. One is, I'm a mad supporter of the APT. Having been a private school teacher for 25 years and having seen how well private schools do bringing in people

with high content knowledge and I must have seen 120 teachers trained to be fantastic teachers. And so as a result of that, I support that. But my real question for you based on that would be how do you justify, either of you, opposition to the APT program when the state has for many many years had letters of authorization that require no minimum requirements

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whatsoever for teachers to have a state authorized license for three different years of their career? How do you justify opposition to APT when you can get in on a letter of eminence which has no minimum requirements as well as the number of long term subs that are documented through the Utah State Board of Education that teach sometimes for a full year and again have no minimum requirements, not even content knowledge? And these have been in place for year after year after year with absolutely no opposition, and here you have a system that brings high content knowledge and gives the LEA an opportunity to customize

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for someone coming out of private school, someone coming out of state, or someone coming from a different country, someone coming from other kinds of teaching-like careers into a teaching career? That's my first question and my second question is: My experience as a 31-year classroom teacher and 20-year administrator would be that the hardest thing about teaching and what drives teachers away would be, yes, the salaries are always an incentive. But more than that, even more than money, it would be the absolute - what can I say - the absolute requirement for teachers to act in their

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position as teacher much too often, besides the training they may not get for learning differences as a lawyer, as a social worker, as a psychologist, and other sorts of roles that they are required to perform social services in without the training even if they've been through a very high level traditional education training, that by the time they get to their fifth year of teaching they finally realize the liabilities that they've assumed and realize the lack of training they have even if they're highly successful teachers in their classroom in content and pedagogy

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to do the other jobs that this society requires of them. So as board members, would you be willing to take that money and to lobby for that money so that teachers can be supported by the mental health professionals they need in their schools, the policemen they need in their schools, the lawyers they need in their schools, the special education experts they need in their schools so that they can go into their classrooms and teach their students of what ever need there is in differentiated education? All right, Shelly. Two minutes. OK.

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Well first, I'll just say I'm not opposed to APT. I'd like to see it supplemented a little bit, not with too many hours, but with some, you know, minimum so my nephew doesn't come home everyday from school looking kind of shell shocked. Although, I think his kids like you have but I think he's probably doing a good job. So in fact, the reasons you mentioned are exactly the reason I support it because at least it demonstrates content knowledge and that in my mind is the most important thing you could do for a child in a classroom is you put a teacher in that classroom who knows the subject they're teaching. The other rules that teachers take on, that's one of the reasons why I think teachers deserve a lot more respect

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than they get. I know as the world gets more complicated and America gets more diverse, the need for them to act as social workers and linguistic trainers and lawyers, all sorts of other things, increases. And so as an addition to my being committed to increasing teacher salaries, I would be committed to increasing the amount of money spent at the school level for teaching kids. So for example, administration at the school level is not administration, I think, we should cut money too. But we need paraprofessionals, you know, we have in lots of different

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areas. We need peer professionals to take a lot of the pressure off teachers so they can do what they're there to do: teach, change lives, inspire students.

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And let me just say, too, I think Cindy I think you, I think my friend Kate, I think probably Shelley's nephew exceptions that prove the rule. I still believe that some pedagogy training is really necessary. And those other the other routes that you mentioned that probably you and I are the only ones who know that they exist, eminence, which is a short term opportunity for a teacher to go into a classroom in a very select area, ARL, letters of authorization, all of those are driven locally and the total number of people who

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have those is less than, I would say, yes - 500 out of all of our school districts and charter schools. So it is by self-selection state very limited. The other difference between those different routes except for ARL, which has lots of extensive training, and the APT is the person doesn't have license except in that school or district where the school has said, Yes, we're comfortable with you being here. But you know, while I'm at School of Discovery, across the state may not be comfortable so you don't have a transportable license. That's the biggest thing I object to

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in addition to the process. I think we could have even worked through some of the concerns about APT if there had been more discussion with school districts and charter schools. To your other point about – which I just forgot, give me a phrase. Oh, one of the things that makes me gulp when I say, I'll do anything to get more money into schools is that I know that money will come from social services, that that money will come at the expense of social workers, helping the homeless and then those problems will become

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school problems. So until we are willing as parents, taxpayers, policymakers to say, You know what? We've got a lot of kids per taxpayer. That's a choice we made when we moved to Utah. Until we're willing to set that up and say, We need to put more money into the system, we're

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going to have teachers being social workers, teachers being police, teachers being a variety of other social service type individuals.

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Shelly, did you want to have rebuttal time? No.

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Well our time is drawn short so we will now move to our one minute closing statements and Shelly, you will go first.

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Good. I would like you to vote for me because a vote for me is a vote for a fresh perspective and openness to new ideas. I'm not a member of the education establishment, though I have been exposed pretty comprehensively to schools, but I'm comfortable with change. Education is all about change. I mean that's all it is. And so I'm comfortable with change. I would like to have an opportunity to bring the skills that I've developed over 30 years with bringing people together, finding common ground, going for situations where both sides win. I'd like to bring those skills to

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bear on the most important function that we perform in society and that is: Educate the future.

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I would love to be a state school board member. I think it would be a really hard challenge. I do bring extensive experience to the job. I've worked in education in all kinds of roles and I think because I've worked in every single role; I've been the teacher, I've been the

administrator, at least the administrator teaching teachers, I've never been a school administrator. I've been a lawyer who works with schools. I've been the mom of three children who had varying degrees of success in school. They're all very successful. I feel like, now and they're healthier for their public school experience. I'm a grandmother now of six children who are in public schools, three here - three

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in Salt Lake, three in Seattle. I'm watching very carefully their progress. I bring that element. I was a volunteer mom. I was a community council member. I also embrace change because to be an educator, every day in the classroom is a different day and that is kind of what you bring onto yourself when you're a public school educator and I would love to bring that to the State Board of Education.

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All right. Please join me in thanking both of our candidates. T T k

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