

Public Comment  
on R277-511

as of August 11, 2016

## Stallings, Angie

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**From:** Brock Dethier <brock.dethier@usu.edu>  
**Sent:** Monday, June 20, 2016 4:43 PM  
**To:** Board Rule Comments  
**Subject:** new rule for hiring teachers

The plan to allow inexperienced, untrained people to teach in Utah schools makes as much sense as allowing a man to become a heart surgeon just because he's familiar with his own beating heart. Why do good people leave teaching? They give up because of politicians' and administrators' contempt for teaching, students, and education, the attitude that this plan so painfully exhibits. Shame on the State Board of Education for putting administrative convenience above educational quality.

Prof. Brock Dethier  
Utah State University

## Stallings, Angie

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**From:** thenke@ascendlyceum.org on behalf of Troy Henke <thenke@mentoringatascend.org>  
**Sent:** Monday, June 20, 2016 11:24 PM  
**To:** Board of Education  
**Subject:** I Support The Academic Pathway to Teaching

Dear Utah State Board of Education,

I fully support the new Academic Pathway to Teaching. After more than twenty years teaching and administrating I have learned that teacher preparation is best learned while teaching, not by attending college classes. If an applicant knows her/his subject and wants to teach, let them teach!

I am hopeful that this Academic Pathway to Teaching will open the way for professionals, passionate about their subjects, to share their excitement and expertise with Utah students. Thank you for your efforts to solve the challenges we face in Utah education and for being willing to consider progressive solutions. This decision will especially help close the shortfall of teacher applicants and, perhaps, help us better inspire 21st-century students in non-traditional ways.

Sincerely,  
Troy Henke

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Troy Henke, Ed.D.  
Principal/Mentor  
Ascend Lyceum (Private School)  
Washington Terrace, Utah

## Stallings, Angie

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**From:** Besendorfer, Mark <Mark.Besendorfer@canyonsdistrict.org>  
**Sent:** Monday, June 20, 2016 11:26 PM  
**To:** Board Rule Comments  
**Subject:** Alternative Path to Teaching

I am writing to express my objection to the proposed Alternative Path to Teaching. This rule is an insult to teachers and will add to the teacher shortage. I have been teaching for eight years and I received my certification through the ARL program. Like many people outside the profession, I believed that all that was necessary to be a good teacher was to have the content knowledge and to like children. I was so very wrong. I quickly found out that teaching was a learned skill, that it was more science than art, and that the pedagogy and methodology classes I took through the ARL program were critical to my success as a teacher. And probably even more important was the structured mentoring and generous assistance I received from my fellow teachers. I'm sure that my first few classes suffered for my inexperience and eight years later, I am still trying to develop my craft.

I cannot imagine a teacher thrown in to a classroom and never being required to take the course work regarding teaching methods, classroom management and learning theory. THAT is the essence of teaching. Knowing the content is only a prerequisite. Effective teachers are highly trained.

One of the main reasons that teachers are leaving the profession is the lack of respect or appreciation for what we do. Yes, low pay is a big factor, as well as long hours, large class sizes and a lack of resources. But the lack of understanding of what teachers deal with in the classroom every day is extremely frustrating to teachers.

I have talked to a number of my colleagues who are incensed over this latest attempt to sidestep the issues causing the teacher shortage. What the Board is saying is, anyone can teach. Know the content and you will pick up the rest on the job. This shows a frightening ignorance from the Board, who of all people, should understand what the requirements for good teachers are. I and my colleagues work extremely hard and spend long hours in professional development classes to increase our effectiveness. At least half of the teachers I work with either have their masters degree or are working towards it. Almost every teacher I know has two to four endorsements in various fields.

Besides the further erosion of morale that this will cause, students in the classroom will suffer. There is no way a teacher can just be put in a classroom with 30 ten year olds and be expected to provide a quality education. Teachers will not want to teach with such an unprepared teacher. And I don't know how the term "master teacher" will be defined and what the mentoring will consist of, but again, the Board is assuming that teachers just have all of this extra time to commit to teaching another teacher how to teach. It is unworkable, bad policy and offensive to professional educators.

The ARL program allows applicants to begin teaching immediately upon being accepted into the program. If the idea is to deal with the shortage in the short term, the ARL program will do that. But applicants have to commit to learning the pedagogy as they teach. There is no need for another program.

Please withdraw this proposal and develop strategies to deal with the underlying reasons that qualified individuals are either leaving the profession or choosing a different career.

Mark A. Besendorfer  
(801) 661-8477

Fifth Grade Teacher  
Canyons School District

## Stallings, Angie

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**From:** Wheeler, Emilie  
**Sent:** Wednesday, July 6, 2016 4:19 PM  
**To:** Board of Education  
**Subject:** FW: Letter from Utah State Teachers of the Year  
**Attachments:** UTSTOY APT Response.pdf

**From:** Allison Riddle [mailto:[alliriddle85@gmail.com](mailto:alliriddle85@gmail.com)]  
**Sent:** Wednesday, July 6, 2016 11:05 AM  
**To:** State Board of Education <[stateboard@schools.utah.gov](mailto:stateboard@schools.utah.gov)>  
**Subject:** Letter from Utah State Teachers of the Year

Esteemed Utah State School Board,

Attached please find a letter from the Utah chapter of State Teachers of the Year. We would like members of the Board to each receive a copy of this letter regarding the new APT Level 1 Licensing rule. Thanks in advance for making sure they have this. Feel free to contact me or Leigh VandenAkker, UTSTOY President if you have any questions. ([leighnakker@gmail.com](mailto:leighnakker@gmail.com))

Regards,  
Allison Riddle

**Allison Riddle**  
**2014 Utah Teacher of the Year**  
*Elementary Mentor Coordinator, Davis School District*  
*Consultant, Box Cars and One-Eyed Jacks*  
*Salt Lake City, UT*



## UTAH STATE TEACHERS OF THE YEAR

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July 5, 2016

Utah State Board of Education Members,

After years of steadily rising attrition rates, Utah is now faced with a serious teacher shortage. Unfilled teaching positions are a concern for every district in our state.

As members of UTSTOY (Utah State Teachers of the Year), we wish to respond to the recent USBE ruling, R277-511, referred to as APT or Academic Pathway to Teaching Level 1 License, which has received national attention this past month. This ruling, we believe, was made in good faith in response to the immediate need of many schools, in particular our schools in remote areas of Utah. We understand and appreciate this ruling was meant to assist districts in filling positions where there simply are no longer teacher candidates available. However, as teaching involves a complex set of skills and pedagogical understanding, we believe this fast track to licensure is a potentially problematic solution.

This ruling does not focus on the problem of attracting and retaining strong teachers. It offers districts a temporary fix while creating further challenges for individual schools that must mentor individuals with literally no pedagogical background. This ruling perpetuates the perception that “Anyone can teach.” Rather than hiring graduates who have chosen education as a career, this ruling encourages other professionals to ‘try out’ teaching as an alternative occupation. It does nothing to guarantee classroom management training, rich study of pedagogical theory, and intense instructional coaching, all elements that strengthen a teachers’ success in the classroom. For these reasons and more, this ruling has come under nation-wide scrutiny.

As professional educators, we are well aware that students do not necessarily care what we know. However, students are intensely aware of how well the teacher understands how children learn. In other words, no matter how great a teacher’s depth of understanding is, that knowledge is worth nothing unless the teacher can instruct the target audience. Whether students are 5 or 15 years old, a teacher must employ various instructional strategies to be effective. The methodology of teaching is much more complex than merely delivering the content knowledge.

Why are teachers leaving the profession? 42% of Utah teachers leave within the first five years. This is a serious problem that needs to be addressed with solutions that offer teaching as a *sustainable career choice*. This problem cannot be corrected when the focus centers on yet one more alternate path to teaching. We must look at why we are losing teachers who have been trained to understand the multi-faceted complexities of teaching rather than quickly pull in those who have no instructional background.

We are asking you to reconsider R277-511. Instead of patching the wound with replacement teachers qualified only in content, we must find a way to demonstrate that Utah really does put their children first. We must respect the rigor demanded by a Utah Level 1 Educator Certificate and be willing to fund education at a level where we can recruit and retain those teachers who are highly qualified *and trained*.

As members of Utah's chapter of State Teachers of the Year and the National Network of State Teachers of the Year, we are willing and eager to offer feedback on this and other issues the Board discusses. We appreciate your hard work and dedication to Utah's schools, teachers, and students.

Respectfully,

Utah State Teachers of the Year

<http://nNSTOY.org/chapter/utah/>

Melody Apezteguia, 2016

Gay Beck, 2011

Mohsen Ghaffari, 2015

Allison Riddle, 2014

Leigh VandenAkker, 2012

## Stallings, Angie

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**From:** Kelly Kline <kelly.kline44@gmail.com>  
**Sent:** Thursday, July 14, 2016 1:55 PM  
**To:** Stallings, Angie  
**Subject:** Fwd: APT

Angie,

I sent this to Mr. Crandall on the State Board of Education a few weeks ago. I received an email today from UEA that said to send a copy of what we write to you as well.

Thanks!  
Kelly Kline

Sent from my iPad

Begin forwarded message:

**From:** Kelly Kline <[kelly.kline44@gmail.com](mailto:kelly.kline44@gmail.com)>  
**Date:** June 29, 2016 at 11:43:37 PM MDT  
**To:** [crandall@xmission.com](mailto:crandall@xmission.com)  
**Subject:** Re: APT

Dear Mr. Crandall,

As a fifth generation Utah teacher with 32 years of teaching experience, I have seen many teaching practices come and go over the years. I am writing you in regards to the recently passed teacher licensure program called the Academic Pathway to Teaching. I have had the opportunity to have 6 student teachers work alongside me in my classroom in Granite District over the years. I am scheduled to have my seventh student teacher this coming fall. They work so hard to become professional, informed educators in hopes of helping children succeed in class.

It is unfathomable to me that someone would be given a classroom of 32 students who has never had any classroom experience, but who, through the APT program, has become a licensed Utah teacher. I had 32 students in my 4th grade class last year. Six of them were Resource students with special interventions that needed to be implemented. I referred two additional students who were both accepted into the Resource program. I also had 5 students who were currently under a doctor's care for anxiety and/or ADHD. These students also needed to be managed with an experienced hand and heart. I did not have any students with ESL needs, or that would have added to how thin I was spread. My student teachers, who have had years of special training, have been amazed and at times overwhelmed at the expectations to follow our core standards and to apply academic subject knowledge in their teaching. This doesn't even touch on the knowledge of management and instructional skills needed to engage, motivate, and inspire a classroom of students.

Yes, this program will take care of having an adult in the classroom. Will it reduce the load on

other teachers on their grade level team? No? These new teachers will need more mentoring and help than I, or any teacher, will be able to give with the already overloaded schedule and list of expectations that are thrust upon today's teachers. It doesn't even touch the chance we might have to share with them our love of teaching and what keeps us going when communities, government, and agencies set us up to fail.

Who will make the greatest sacrifice with this new program? Utah's children will. This is what concerns me the most. Are we really willing to give the students a mediocre education now to solve this shortage? How will we repair the damage we do with this new program? What happens in 5 years when students have endured holes in their educational journey due to teachers who teach with a lack of knowledge as to what is mandatory to guarantee success? I understand that we are in trouble. I wish I had a suggestion that would reduce these concerns. It is disheartening to see a profession I have given so much to start to unravel before my eyes.

This program reminds me of that horrific bumper sticker that says, "Those who can, do. Those who can't, teach." That is how I feel this new program presents teaching. It is NOT a profession where you can learn as you go. Yes, I learn more every day, even after 32 years, but I started with a toolbox that would at least point me in the right direction.

Please reconsider this action and the effect it will have on the school children of Utah.

Thank you,

Kelly Kline  
Crestview Elementary  
Granite School District

Sent from my iPad

## Stallings, Angie

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**From:** Sheila Harding <sharding@alpinedistrict.org>  
**Sent:** Thursday, July 14, 2016 2:54 PM  
**To:** Wright, Joel; Stallings, Angie  
**Subject:** APT license vote

Dear Mr. Wright,

I wanted to write to let you know how I feel about the APT situation here in Utah. I would hope that any teacher in Utah, whether, public charter, private, online, or brick and mortar public schools would be appropriately trained and prepared as much as is possible to enter a classroom.

Our students are too precious, and our time with them too short, to entrust them to individuals who have been shortchanged as to their teacher preparation. There is so much that goes into being a teacher, much more than just content knowledge.

I would not want a lawyer who was not fully prepared to defend me, nor would I want a teacher to teach my neighbor's children who was not ready to take on an exhausting and exhilarating position. Please vote your conscience, but remember who you represent care very much about the outcome and the future of the children of Utah.

I appreciate the time it takes to read this note, and thank you for being mindful when you cast your vote, as a state board member.

Sincerely,  
Sheila Harding, MEd  
Alpine School District

## Stallings, Angie

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**From:** Amy Bassett <[bisybee0897@gmail.com](mailto:bisybee0897@gmail.com)>  
**Sent:** Thursday, July 14, 2016 4:08 PM  
**To:** Stallings, Angie  
**Subject:** Fwd: APT rule

----- Forwarded message -----

**From:** Amy Bassett <[bisybee0897@gmail.com](mailto:bisybee0897@gmail.com)>  
**Date:** Thu, Jul 14, 2016 at 3:15 PM  
**Subject:** APT rule  
**To:** [terryl.warner6@gmail.com](mailto:terryl.warner6@gmail.com)

Dear School Board Member Warner,

I have taught elementary school since 2001. I have an elementary education degree, a masters in multicultural education, a masters in administration, an ESL endorsement, a math endorsement, and I am currently getting my reading endorsement. In short I am an educated woman with excellent classroom management, pedagogy, instructional skill and knowledge of the Utah Core academic standards in the grade level I currently teach in.

I am highly offended at the new APT rule. I understand the reasoning behind this rule and I respect that. However, with as much as I have had to put into my career as an educator both mentally, physically and financially I am truly offended. Teachers need to be paid more, we all know that. If we want to combat this teacher shortage, it is time to finally get serious about how we treat classroom educators. This rule cheapens my profession in every sense of the word, it makes my education such a waste of time and money.

I urge this rule to be repealed, there has to be a better way to get individuals into the classroom. I am confident we can encourage our young people to go into this profession, if they can see that they will be respected and valued in our communities. Do not expect current certified/ licensed teachers to pick up the slack of this rule. We do not have time to do any more free work in our profession, and educating our new colleagues how to do their job, especially when they will not survive the profession, is a waste of our time.

Amy Bassett  
1st Grade Teacher  
CEA President  
**"If not you, than who?"**

*"Unless someone like you cares a whole awful lot, nothing is going to get better, It's not." ~Dr. Suess*

*"Step with care and great tact, and remember that life's a great balancing act."*  
*~Dr. Suess*

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Amy Bassett  
CEA President

"If not you, than who?"

*"Unless someone like you cares a whole awful lot, nothing is going to get better,  
It's not." ~Dr. Suess*

*"Step with care and great tact, and remember that life's a great balancing act."  
~Dr. Suess*

## Stallings, Angie

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**From:** Shoell, Dayna J <djshoell@graniteschools.org>  
**Sent:** Thursday, July 14, 2016 4:15 PM  
**To:** Stallings, Angie  
**Subject:** Fwd: Utah State School Board

Dear Ms. stallings,

I sent the message below on July 6, but I just got the email today from the UEA to copy you on emails sent to the school board. Thanks for the work you are doing.

Dayna Shoell

GEA AR, Redwood Elementary

Sent from my iPad

Begin forwarded message:

**From:** <[djshoell@graniteschools.org](mailto:djshoell@graniteschools.org)>  
**Date:** July 6, 2016 at 12:53:28 PM MDT  
**To:** <[lesliebrookscastle@gmail.com](mailto:lesliebrookscastle@gmail.com)>, <[b4cummins@gmail.com](mailto:b4cummins@gmail.com)>  
**Subject:** Utah State School Board

Dear Ms. Castle and Ms. Cummings,

I hope I am contacting the proper school board members; I live in East Millcreek and teach first grade at Redwood Elementary School, and your addresses are the closest matches to my home and work.

I am very concerned with the new Academic Path to Certification passed by the school board. I am the team lead for my grade level at Redwood Elementary, a Title I school with many second-language learners and issues stemming from high poverty. We have a team of five first-grade teachers, and last year two of our team members were unlicensed and working toward certification through the ARL program, which is inadequate but much more rigorous than the proposal just passed by the board. With no background in such fundamental educational practices as writing learning objectives and lesson plans, no experience with or even theoretical knowledge of classroom management, and not even a basic understanding of the Utah Core Standards, these teachers were absolutely unprepared for success in the classroom. The children in their classes, already disadvantaged and in desperate need of highly qualified, experienced teachers, suffered both academically and socially because these teachers were unprepared and overwhelmed by the knowledge, skills, and responsibilities required to help kids succeed.

We have an excellent instructional coach at Redwood who worked tirelessly with these teachers (as well as several other new teachers in our building), and the rest of my team tried to help them--which took time away from planning for our own classes' needs--but where to begin when they didn't even understand the basic vocabulary of the profession and had no knowledge of appropriate or effective teaching methods? Putting so much effort, time, and resources into training unqualified workers is not fair to teachers and especially to students, who already live with the lowest per-pupil funding in the nation.

The teacher shortage in Utah needs to be addressed not by making certification requirements into a joke, which will lead to more discipline issues and lower test scores in schools, a less-educated citizenry, and even more teacher-blaming. In short, it will increase the very problems we are fighting against. The shortage needs to be addressed by looking at the root issues of the shortage: low pay, low respect, low support, and inappropriate expectations for educators.

Please reconsider the new licensure requirements you have just passed. They may get adult bodies in classrooms, but they will do nothing to improve the lives of our students, to create positive educational outcomes, or to make teaching an attractive career choice, either for prospective educators or for people currently in the field.

Thank you for your efforts in behalf of Utah students.

Sincerely,

Dayna Shoell

Sent from my iPad

## Stallings, Angie

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**From:** reese.merrill <sherese.merrill@gmail.com>  
**Sent:** Thursday, July 14, 2016 4:22 PM  
**To:** Warner, Teryl  
**Cc:** Stallings, Angie  
**Subject:** Academic Pathway To Teaching (ATP) comments

Dear Teryl Warner

I am a teacher in Cache County School District (27 years at Cedar Ridge Middle School in Hyde Park) who is disheartened that the Utah State School Board of Education is considering adopting ATP as a means to address the teacher shortage in Utah. I believe this method is a band-aide approach that doesn't address the most pressing question: Why is there a teacher shortage?

Could the teacher shortage be of the following but not limited to:

- \* Being vilified in the public because public schools are supposedly failing
- \* Low pay that force family breadwinners to look elsewhere or take extra employment (many new teachers that have left my school are women whose husbands graduate and move on to jobs in high paying professions and often after their first pregnancy while teaching)
- \* Lack of a strong pension/retirement plan (the tier program for new hires is not attractive)
- \* Large class sizes and chronically low per pupil funding
- \* Increasing expectations/pressures and evolving teacher accountability programs
- \* Increasing insurance costs and deductibles making it for catastrophic purposes only

Despite what many say, public educators do more than teach content and core standards. We also teach character and civic responsibility while often enduring parent complaints and disrespect from students. We are asked to watch for abuse and report it. We watch for signs of possible suicide, etc.

I know many veteran teachers who have left the profession before they planned or wanted to. A common remark many make is that **teaching is too hard now and no fun**. Aside from a shortage of incoming teachers, **we are losing veteran teachers who chose teaching as a profession** and invested their heart and souls into it.

Can we expect that college graduates without teacher training programs who haven't found meaningful employment yet will be successful in the classroom and stay when those who chose it as their profession are choosing to leave? Will these ATP teachers not become disenchanted with teaching as well?

Just when we educators think we have weathered the worst we are slapped in the face and told our investment in our chosen profession was a waste of time. I leave school exhausted every day but rest assured knowing that I am making a difference in my students' lives. I wish lawmakers felt the same way.

Sincerely, Sherese K. Merrill

Physical Education, English, Math, Health and Intramurals (Cedar Ridge Middle School 1989-2016)  
Physical Education and Health (Ridgeline High School starting this fall)

July 14, 2016

Mr. Lockhart,

I am writing to you concerning R277-511, the Academic Pathway to Teaching rule that will be discussed on July 26<sup>th</sup>. I am a teacher with 18 years of teaching experience and a member of the UEA. I have taught in a wide variety of settings, including an alternative high school, a District middle school, a self-contained elementary class, and on an itinerant basis. I understand how difficult it is to find qualified teachers, especially in areas of critical need. However, I have a few concerns about the proposed rule as I understand it.

**1. Under the new rule, a teacher may be hired who has no classroom experience.**

This is a big problem, as prospective teachers often do not know how difficult teaching is until they enter a classroom. If someone is going to decide that teaching is too difficult, isn't it better for that to happen while that person is at the University rather than subjecting students to a higher rate of turnover than what is necessary?

**2. The district is expected to provide "mentor teachers" who will effectively replace University training without receiving compensation.**

It has been my experience that master teachers are very willing to help teachers who are new to the field. However, if a master teacher is expected to provide the bulk of a new teacher's training, this puts a great burden on him/her without providing any compensation or taking into consideration the amount of time a teacher will need to spend mentoring. When a teacher mentors a student teacher from the University, there is typically compensation involved. At the very least, this rule should provide compensation for the mentor teacher providing the training.

**3. Teachers who have education receive the same financial opportunities for compensation as teachers who have invested time and money on their education.**

One of the most demoralizing messages that a teacher can hear is that "anyone can do it," even without education or experience. This rule effectively devalues a teacher's education. If new teachers are hired who do not have the same level of education, perhaps they should be paid on a different scale than those who have made a commitment to obtaining the education necessary to become an effective teacher.

**4. This rule makes it more likely that prospective teachers will complete their Bachelor's degrees and "skip" the education courses with the expectation that they can be hired without them.**

University students may be tempted to take the "easy" way to obtaining a teaching license. If they can be hired without taking education classes, what is the motivation to complete them? They won't realize how much they have missed until they enter a classroom.

**5. This rule does not truly address the problem of why there is a teacher shortage.**

People become teachers for a variety of different reasons. If I could pinpoint some of the major reasons why people leave the teaching profession, it would be for financial reasons and lack of support and appreciation. One message, however unintentional, that this rule sends to veteran teachers is that they are not appreciated, their work and

experience can be valued the same as someone who does not have the same experience, and they need to be responsible for training others without compensation.

6. **If we want to attract people to the teaching profession, we need to make it easier to BE a teacher, not easier to BECOME a teacher.**

There are many positive things about being a teacher, and it can be a very rewarding career. Teachers can handle a lot of difficult situations as long as they feel valued and supported. I am concerned that rules like this send the opposite message. Imagine if you had been working as a doctor or an engineer for 15 years, and were told that someone new was being hired who had no education in the field, and with the assumption that it would be easy to train them. Not only that, but as soon as the new person was trained (by you, with no extra compensation provided), that person would receive the same salary as you who had invested thousands of dollars and countless hours in education. Essentially, that is the same scenario as what is being proposed here.

I appreciate you taking the time to consider my concerns.

Thank you,

Jeannie Olsen

Mapleton, UT

Jo5036@hotmail.com

## Stallings, Angie

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**From:** Ellen Bennett <ellenbarbaraben@gmail.com>  
**Sent:** Thursday, July 14, 2016 7:39 PM  
**To:** Corry, Barbara  
**Cc:** Stallings, Angie  
**Subject:** Rule R277-511 Academic Pathway to Teacher Licensing

Dear Mrs. Corry,

I'm very concerned by the State Board of Education's ruling on R277-511 Academic Pathway to Teacher Licensing. As a career educator I have had many opportunities to work with student teachers and interns. The area in which most inexperienced teachers struggle is classroom management, teaching strategies, and student interaction. The APT would send teachers into classrooms without requiring even the least amount of experience or study of these crucial skills. How is this not going to affect their students in a negative way? Why are we lowering standards for teachers just when our profession has been under so much negative scrutiny?

Another concern is requiring a master teacher to be assigned to help these APT licensed teachers. This is yet another huge time expectation for teachers without any financial compensation! Piling more on teachers will not help the bottom line, the academic success of our students.

Also, on top of the huge time commitment principals were given with the new teacher evaluations, this rule expects them to prepare the APT teachers to meet all the Utah Effective Teacher Standards, something that takes college courses and years in the classroom to accomplish.

This rule looks like another way to diminish the profession of teaching. Please take a look at the long term consequences on our students and teachers and vote down this extremely bad idea for our public schools.

Sincerely,

Ellen Bennett,  
Teacher, UEA member, WCEA Board member  
St George, Utah

## Stallings, Angie

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**From:** Ross Hirschi <ross@hirschifamily.org>  
**Sent:** Thursday, July 14, 2016 7:46 PM  
**To:** Moss, Jefferson R  
**Cc:** Stallings, Angie; Dickson, Sydnee  
**Subject:** Academic Pathway to Teaching License - My Perspective

Jefferson:

My name is Ross Hirschi. I teach computer programming at the Jordan Academy for Technology and Careers. I'm not sure if you are still my state school board representative or not. I live in district 11 (Daybreak).

We corresponded by email several months ago about the inflexibility of the ARL program and how it was going to cause me to leave teaching. At the time, you forwarded my message to Dr. Dickson with whom I subsequently corresponded on the subject. Rather than re-tell my story, I refer you to my original email on the subject attached below.

I want to speak in strong support of the recent action taken by the school board to increase the opportunity for people from private industry like myself to teach at the end of our careers. In my opinion, it opens the door for people like myself to enter the classroom and share many years of experience in private industry with the students. I am a union member, but will be cancelling my membership because of the shocking opposition being voiced by the union leadership on this topic. It is clear that they don't represent my voice, and I don't believe they are supporting what is best for Utah's students.

The severe teacher shortage is well understood. Obviously, there are many things that keep people from a teaching profession, not the least of which is compensation. Lowering the barriers to entry, like the school board has done, is clearly one way to address the problem. The union seems to think that because the "one size fits all" inflexible ARL process is being modified to reduce the state barriers to entry, that anyone will be able to walk into a classroom and teach. Surely this is not the case; LEAs (school districts) will need to determine what requirements they want their prospective teachers to fulfill, thereby customizing the licensing requirements to meet their needs. School principals should be evaluating their teachers to make sure they live up to the expectations the district has for teachers. I believe this is how it should be – set some basic state wide requirements and then let the individual school districts customize the licensing requirements for their schools thereby providing flexibility for unique situations like my own.

I'm guessing that your inputs are primarily from union members and mostly negative about the school board action. Please resist their pressure – the union doesn't speak for the parents of the students, who would most likely welcome additional qualified teachers for their children. You are receiving much union member input because the union is email blasting and encouraging all to write their school board members. They are also claiming that this change will let totally unqualified people into the classroom, which I know is not the intent of the change. Also, average citizens and parents of students are unaware of the situation and therefore will most likely not provide input to the school board. Lastly, I wonder if the union leadership spent the time to understand how the inflexibility of the current ARL process is keeping qualified people out of the teaching profession.

As a professional with 30 years of industry experience who wants to finish my career giving back, I welcome your actions to provide more opportunities for people to consider teaching. Thanks for making a positive change.

Regards,  
Ross Hirschi

From: Jefferson Moss [mailto:[jeffersonrmoss@gmail.com](mailto:jeffersonrmoss@gmail.com)]  
Sent: Monday, April 25, 2016 10:14 PM  
To: Ross Hirschi <[ross@hirschifamily.org](mailto:ross@hirschifamily.org)>  
Subject: Re: Request for Meeting - USOE Alternative Route to Licensure Program

Ross,

Thanks for the email. I'd be happy to meet up and discuss this with you. I'm heading out of town, but could meet sometime next week. I work at UVU, so somewhere in that area would be great if you could make it south. I can also do a phone call if that is more convenient.

Thanks

Jeff

[JeffersonRmoss@gmail.com](mailto:JeffersonRmoss@gmail.com)

801-916-7386

On Apr 25, 2016, at 9:57 PM, Ross Hirschi <[ross@hirschifamily.org](mailto:ross@hirschifamily.org)> wrote:

Jefferson:

My name is Ross Hirschi. I reside in the Daybreak Community of South Jordan in District 11, which I understand you represent.

In addition, I am in my first year of teaching computer programming at the Jordan Academy for Technology and Careers, Jordan School District. I am on the Alternative Route to Licensure and thus I'm teaching under a provisional license.

My situation is somewhat unique, in that teaching is my second (twilight) career. I have over 25 years of experience in the electronics, computer and software industry. Teaching is the perfect fit for me now, because it affords me the personal time I need to care for my elderly parents.

I've thoroughly enjoyed my first year of teaching, but my enthusiasm was dampened when I found out what the USOE is requiring of me in order to earn a teaching license. In essence, I'm required to take about 2 years of course work to qualify for a level 1 license. I plan to teach for 5-7 years, and I already have a BSEE degree, an MBA degree and much experience teaching in a corporate setting. Going back to school is not something I'm willing or able to do. I tried to discuss this issue with the USOE ARL specialist (Robyn Roberts), but I found her to be very inflexible and unwilling to discuss other potential options.

JATC went without a computer programming course for four years due to the lack of an instructor. With the lack of quality teachers especially in high technology fields, it seems that the USOE should try to accommodate qualified people who want to teach. I'm not saying that anyone should receive a license to teach. But unilaterally requiring

everyone, regardless of background, to complete 18+ college credit hours of course work is also not the answer.

As I've discussed my dilemma with others, I've found that I'm not the only person in this situation. There are many people like me who would like to teach, but have been discouraged by the requirements of the ARL process. I decided to pursue this issue further, and so I studied the laws/Utah administrative codes governing ARL. To my surprise, the Utah Administrative Code R277-503 on licensing routes contains a licensing option that is well suited to my situation called "Licensing by Competency". It is based on teacher evaluations and teaching competency testing instead of college coursework. I do not believe that the USOE is supporting this route to licensure, and I wonder if it is legal for them to implement only part of an administrative code.

I'd like to meet with you briefly to further discuss this situation. I am available week days after 3:00pm, weekends and evenings. I'm able to travel to the location of your choice.

I'm looking forward to your reply.

Sincerely,

Ross Hirschi

## Stallings, Angie

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**From:** JAKE BECK <jakedbeck@msn.com>  
**Sent:** Friday, July 15, 2016 7:28 AM  
**To:** Stallings, Angie; Huntsman, Mark  
**Subject:** New Teachers

I feel like instead of taking the problem of teacher shortage head on we are avoiding the real problem. We need to make the field of teaching more enticing. Most people do not go into teaching to be rich. They do to make a difference in people and in young lives. I understand that teachers are leaving in the first few years in high numbers. I have yet to meet a teacher leave in their first 3-4 years because of burnout. They leave to have babies or to attend more schooling. I would like for you to take time to look at why people are leaving the profession. I also think that people are choosing not to go into education because of the cost of living. It is hard to provide for a family as an educator. Most of the men that I work with have two if not three jobs. Teaching just doesn't cover the cost of living right now. I would really like for you to think about what the real problem is in education. I have also thought a lot about how as an educator who went to college to become one you are making us feel invalid. Like our licenses are literally a piece of paper. Not something that we worked hard to earn to become better qualified as teacher.

At our school we have an opening for an anatomy/sports medicine teacher. Those who are qualified to teach this class are most likely not going to leave their profession in the medical field to make teacher salary.

Once again I feel like we are just creating a bigger problem than we already have.  
Thanks for your time.

## Stallings, Angie

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**From:** Paul Pontius <papontius1@wsd.net>  
**Sent:** Friday, July 15, 2016 9:24 AM  
**To:** Stallings, Angie  
**Subject:** R277 Academic Pathway to Teaching

I have written the following to my State Board Rep and I am CC you so that it can be added to the public record. Thank you.

My name is Paul Pontius and I am a teacher here in North Ogden and you are my representative for State School Board in district two. I am concerned about the Academic Pathway to Teaching which I understand was passed this summer. Lowering standards to address teacher shortages does not address the real issue. Teacher's salaries are among the lowest in the nation. Utah's WPU is around \$6200, the national average is about \$10,600. We are essentially 80-90% underfunded when compared to the average of states. No excuse for that. Teachers are working as hard as they can with very little, and lowering standards to bring in under qualified teachers appears to be a quickly, ill conceived, band aid. On the one hand, the state has applied tremendous pressure to teachers and students (through Sage testing) to raise scores. On the other hand they lower the hiring standards with APT. Makes no sense and undercuts our profession. I would not go see a doctor, dentist, or consulting firm, that has no real credential to their name. Teaching is no different. APT needs repealed.

Paul Pontius

**Reply, Reply All**

## Stallings, Angie

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**From:** Karen <karenclark@citlink.net>  
**Sent:** Friday, July 15, 2016 9:34 AM  
**To:** Stallings, Angie  
**Subject:** copy of letter sent

Hello,

I received an email requesting I send a copy of my comments re: new licensing rules (R277-511 Academic Pathway to Teaching ) to this address. It is also suggested I confirm I am a proud UEA member and value the process of providing feedback as a professional working on behalf of the students and families I serve (I added this statement at the end). This is what I sent:

Dear Mr. Huntsman,

I am a teacher in Grand County. I have taught 20 years. The new licensing rule change is not a good idea. We need to address the fundamental causes of the teacher shortage rather than water down licensing requirements. In short, the educational system needs more funding for teacher salaries to attract and retain good teachers.

Our current system is stretched beyond the breaking point and kids are the ones loosing; our kids and grandkids! It is completely unrealistic to expect districts to "train" people to become teachers. There are simply not enough resources. Teachers who become licensed according the APT system will not be prepared academically or in terms of behavior management systems, the latter being of utmost importance – critical to the success of student learning as well as teacher satisfaction and retention. This rule equates to putting a Band-Aid on a torn artery.

I sincerely hope the direction of politics and funding shifts away from rules and policies such as this, and into a real investment for our future. I trust you understand, and can help change the direction and trends of our times in terms of our educational system. Our kids, grandkids, etc. need us more than ever. I am a proud UEA member and value the process of providing feedback as a professional working on behalf of the students and families I serve.

Thank you,  
Karen Clark

## Stallings, Angie

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**From:** Brett Rydalch <rydalchb@gmail.com>  
**Sent:** Friday, July 15, 2016 12:46 PM  
**To:** Hansen, Linda  
**Cc:** Board of Education; Stallings, Angie  
**Subject:** R277-511 Academic Pathway to Teaching Public Comment

Mrs. Hansen and members of the board:

My name is Dr. Brett Rydalch and I am a public educator at Grantsville High School. I am a licensed professional educator and UEA member. I am offering comment on R277-511 "Academic Pathway to Teaching." Like many of you I am concerned about the teacher shortage facing Utah and our nation. It is scary and unfortunate that we are seeing this happen. A course correction is needed and something must be done to address the issue. However, the proposed resolution is not the answer. It is important to look at the reasons of why there is a shortage and address those. I would like to use a simple analogy. In the medical world a physician is the ultimate decision maker and professional in the health care industry. They are professionals that have gone to school and gained the skills, theories, and knowledge to appropriately diagnose and treat individuals. In order to demonstrate their proficiency they go through a rigorous training and residency process. They take lengthy exams that certifies them as proficient in their field. There are times when we don't agree with their perspective or we don't feel comfortable with the treatment plan. There is always the option of seeing another provider that might be a better fit. In the event where we don't agree with the physician we can't just reach across, take the prescription pad and prescribe our own treatment. It is obvious why an individual could not do this. They are not the professional. They don't have the training, skills, and knowledge. They are not a professional and therefore are not qualified to make those decisions. The thought of someone doing that would be crazy! Right? Therefore, we might have to seek another professional out.

I contrast this example with my personal teaching career. On my teaching certificate it says "Professional Educator License." Wow! I am a professional. Or as Webster defines, "a person competent or skilled in a particular activity." What made me a professional? I went to college and earned a bachelor, master, and doctoral degree. I spent over 10 years of my life learning simply how to be an effective educator. I would say that this reflects the previous definition that I am competent and skilled. Better than anyone else. I am board certified right? I took multiple Praxis exams in content and pedagogical skill. I went through a lengthy training process. I was an intern in a school, student teacher, and a provisional educator that was mentored through the lengthy EYE program. I have spent countless hours in professional development and held to a high standard of performance. I have had to demonstrate my competency in order to be trusted in the classroom. We would only want the best professionals in those classrooms right? So, while I am not a highly paid professional physician...I am a **PROFESSIONAL EDUCATOR**. Why do so many think they can do what I do? That an individual could walk in and just be an educator. I would argue, and I strongly believe that not everyone can be a professional educator. After all of that investment and time, I don't want to believe that just anyone could do it. And the truth is, they can't. We have a teacher shortage because teachers are not treated as professionals and they feel it. They know it and are tired of it. So, they leave and go to a place that respects their professionalism and rewards them for it. Instead of addressing the gaping wound we suggest a band aid. No professional physical would see a bleeding wound and simply just put a band aid on it. They would treat the issue.

I then would love to know why in the world we would allow just about anyone to simply take an exam and then certify them as professional educators? They have not demonstrated competency, no classroom experience, no understanding of classroom management, pedagogy, or instructional skills. They will just "learn on the job." If that logic weighs for you regarding this issue I sure can't wait for the time when we have a physician shortage so I can learn how to operate on someone like you "on the job." Or maybe I can show up to the state courthouse and defend someone and call myself an attorney while I "learn on the job." This thought process would literally be crazy in any professional capacity. Expect for in our classrooms? If you pass this resolution, I would ask you change the format of the license from "Professional

Educator” to “Teaching License.” Lots of people teach and believe they can. But, not everyone educates. I educate, mentor, befriend, counsel, and guide. I have the sacred and important role of developing a young person to be great. I know I am “a person competent or skilled in a particular activity” and therefore take my title as Professional Educator as unique and important. A self-proclaimed teacher might be able to give some information but they can’t fill the other critical roles that only a professional could.

In conclusion, think about your time in college. We have all been in that big lecture hall where someone who has a PhD in whatever is attempting to share their wealth of knowledge. They may know their content better than anyone else. How many times have you sat in that setting and struggled to learn? They know stuff, but they don’t know how to educate. Why? Because they are a professional historian, scientist, mathematician, etc. and not a professional educator. They know it but can’t teach it. Educators who have blessed and changed my life are those that embraced the art and science of education. Not everyone can do that. Many of you can’t do that. I implore you to respect my professionalism and vote down this resolution. Make teaching great again and protect and honor what we do. If you pass this resolution you will just be creating a whole new set of problems. Please be responsible and don’t take the professionalism out of my life’s work.

Sincerely,  
Dr. Brett Rydalch

## Stallings, Angie

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**From:** Rick Kelson <RickKelson@hotmail.com>  
**Sent:** Friday, July 15, 2016 4:03 PM  
**To:** Belnap, Laura; Stallings, Angie; Ross Kelson  
**Subject:** Constituent regarding R277-511 Academic Pathway to Teaching

Hello Laura,

First of all, I'm a constituent living in Farmington at 792 Spring Pond Drive. As a current educator and UEA member, I'd like to advocate for the passing and implementation of R277-511 Academic Pathway to Teaching. I'm a former ARL applicant that was able to use an USOE alternate path into education. In the five years that I have been teaching at a Title 1 elementary school in Murray School District, I've been awarded the PTA Teacher of the Year (<http://www.murrayschools.org/murray-pta-awards-for-2014-15/>) and Supplies for Success Teaching Award by the Christensen & Hymas Law Firm ( <http://www.murrayschools.org/rick-kelson-horizon-5th-grade-teacher-supplies-for-success-teaching-award/>). If it weren't for an alternate path offered through USOE, I would have never been able to afford or have the time to make the switch to education from a private financial occupation. I've been able to use my prior career experiences within my classroom to the benefit my students' College and Career Readiness. Last year, my fifth grade classroom had 100% proficiency in the math SAGE (The years prior were 80% and 72%). That's 24/24 students at a Title 1 school! Having teachers with outside corporate and private experiences is a great benefit to the teaching profession.

The detractors of the R277-511 will claim that this alternate path will bring the rise of inexperienced and ineffective teachers into the classroom. There is no guarantee that a department of education will better suit a first year teacher than a college graduate with career experience outside of education. The ARL and the program of the proposed R277-511 has and will benefit and prepare first year teachers. It's the teacher and their motivation and work ethic that creates an effective classroom... not a program or department of ED. It is with personal experience within the classroom that I can testify that students relate to a teacher with career experience. If a teacher has been there and done that within the very career fields that students seek... student engagement increases. R277-511 will be a successful pathway into education as long as districts and schools have the right mindset, mentoring system, and coaching in place. These are the same requirements needed for a first year department of education teacher to be successful as well.

If you have any questions for me, or if you'd like to chat feel free to email or call me back. Thank you for your time.

Best,

Rick Kelson  
801-391-7739



## Rick Kelson, Horizon 5th grade teacher, receives Supplies ...

[www.murrayschools.org](http://www.murrayschools.org)

Horizon Elementary 5th grade teacher Rick Kelson has been awarded the Supplies for Success Teaching Award by the Christensen & Hymas Law Firm.



## Murray PTA Awards for 2014-15 | Murray School District

[www.murrayschools.org](http://www.murrayschools.org)

Murray City School District has made a change to our enrollment policy for nonresident students PS 443 "Non-Resident Students Enrollment & Graduation".

## Teaching as a Profession in Utah

I would like to address the issue of teaching as a profession in the State of Utah. To begin with, I greatly appreciate the efforts of my school district in improving salaries and providing opportunities for teachers to earn additional income to support their families. I appreciate the district's efforts providing the insurance benefits that we all need. I am thankful for the opportunities for teachers to work collaboratively during the school year and in the summer months to improve our teaching.

I am also grateful for the efforts of parents, students, PTA, and the business community that show sincere appreciation for teachers. Just like any other profession, it is truly important for teachers to feel valued for the work that they do in the community.

I entered this profession because I love teaching children. This is a rewarding career because I get to see my students develop their talents and become wonderful citizens. It is such a blessing to see that I can make a difference in the lives of children. I knew that I would never become rich in the educational field, but I believed that with higher education, it would become easier to provide for my family. Unfortunately, providing for my family is an ongoing struggle, even after 26 years of teaching.

From my perspective, I would like to address why so many teachers are leaving the profession, especially in the early years in their careers. Unless important issues are addressed and improvements made, the teacher shortage in the State of Utah will continue to get worse in the years ahead.

If you ask any teacher what the number one concern is, teacher salaries are the most concerning. Let me share an example from my own career. When I completed my Masters degree in 1996, my salary increased to \$30,000 per year, while a friend of mine in another career field had his salary increase to \$50,000 when he completed his Masters degree. Salaries in education continue to lag behind many career fields, and this creates a host of problems in attracting teachers.

A colleague of mine began his career in the business field earning \$60,000. After changing careers a few years ago, he began earning a salary \$20,000 to \$25,000 less than he earned in the business field. As a result, he is required to work four jobs to provide for his family. In my opinion, he is one of the best teachers I have ever worked with, and the State of Utah is in danger of losing this remarkable teacher.

In today's world, there are better career options available that provide higher salaries, better working conditions, and less job stress. People are not choosing to go into education as in previous years because they realize that they cannot provide for their families unless they work multiple jobs or move into administrative positions.

Currently, the greatest job stress is the increasingly difficult evaluation and assessment systems with unreasonable expectations for students and teachers. I challenge legislators and other policymakers to teach a classroom of students for *one week on their own*, especially in schools with socio-economic challenges or language barriers that many teachers face on a daily basis. Before they criticize students for poor performance and teachers who teach them, I challenge them to take the high school SAGE assessments and have their scores published for the public record, let alone having their students' scores published based on the instruction they provide. Come see how easy this is.

I emphasize that the teaching profession needs to become an attractive profession in the State of Utah. Teachers need to be able to provide for their families, and have the resources and support to become successful in teaching their students.

My final concern is the perceptions of the younger generation, including my own children, who choose career fields other than education. The best and brightest are not going into the teaching profession because they can make much more money in other career fields and have better working conditions and benefits.

Even young students in elementary schools can see the writing on the wall. About 10-15 years ago, one of the brightest students in my classroom raised his hand and asked me, "Why would you want to become a teacher anyway?" That comment really stung. He was only nine years old at the time.

Dr. Gary Moser  
Payson, Utah

## Stallings, Angie

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**From:** Adams, Courtney <cadams@murrayschools.org>  
**Sent:** Saturday, July 16, 2016 10:36 AM  
**To:** Moss, Jefferson R; Stallings, Angie  
**Subject:** R277-511 Academic Pathway To Teaching

Hello,

My name is Courtney Adams. I am a 3rd grade teacher in Murray School District. I am a current ARL teacher as well. My experience started in Jordan school district working as a Title 1 Aide. That then grew to help with Special Education. During my time here I was also a cheer coach at Murray High School. I was attending the U and almost done with my degree in communications.

My nephew Trey was diagnosed with non-verbal autism. This threw my world for quite a turn. I knew immediately education is where I wanted to be. I transferred to Horizon to work as a para there. I worked with students with autism, low reading abilities and many more. My boss came to me and helped me learn about the ARL program. Luckily it worked out and I was hired. I have so much passion for teaching, last year as a first year teacher I had 13 special education students in my class and a class size of 34. Challenging? Every single day but those kids helped me understand the importance of individualizing education and helping these kids move forward. I brought up reading levels, improved math scores, and above all else helped kids understand the importance of trying! I would not be able to have my job without the ARL program.

Many teachers are not happy with these programs but every ARL teacher at my school WANTS to be there. We all had different life paths but we work hard to be there. My coaches were amazing, my principal amazing, and my class made our SLOs this year.

There are teachers that go through education degrees and get in the classroom and can not handle it. Working in a school for 6 years before teaching helped me prep and understand what these teachers are expected to do!

I hope you approve of this, because I work so hard and love my students. And I know others who learn later in life this is their calling get the chance to do it.

Education is not a job people get into for money, or for something to do. It is the hardest thing I have ever done. Not for the weak. But I and many other ARLs are up for the challenge.

Thank you,

Courtney Adams

801-557-4895 ( if you would like to chat)

## Stallings, Angie

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**From:** Mckay, Cynthia M <cmckay@graniteschools.org>  
**Sent:** Saturday, July 16, 2016 4:33 PM  
**To:** Stallings, Angie  
**Subject:** Fw: Reject Academic Pathway to Teaching

I am forwarding my comments concerning R277-511 to be included as part of the official record.

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**From:** Mckay, Cynthia M  
**Sent:** Friday, July 1, 2016 1:32 PM  
**To:** linda.hansen@schools.utah.gov  
**Subject:** Reject Academic Pathway to Teaching

Hello Representative Hansen,

As a concerned parent and as a teaching professional, I am writing to urge you to reject the new Academic Pathway to Teaching because lowering teaching standards puts our children at risk. I have taught high school for 27 years and I am a mentor teacher. I can say from experience that students will suffer from being the guinea pigs of the APT policy. How can this policy do anything but undermine excellent teacher preparation programs which include practicum hours and student teaching experience? I have mentored many teachers. Those who have entered teaching through Alternative Route to Licensure to teach only specialized subjects struggle a great deal with classroom management, pedagogy, and their ability to meet the needs of diverse learners with special needs including ESL, ELL, and those with disabilities. ARL has mainly been reserved for specialized career path courses at the High School level. I was very concerned when our local elementary filled two positions through ARL last year. I had many conversations with their mentor teacher and I will say that it was not a good experience for the students or the ARL teachers. Mentoring cannot replace student teaching. APT lowers the bar even below ARL. With the APT policy why would anyone spend the money, time, and energy to complete a rigorous college teacher education program? APT undermines essential preparation for delivering the best education to our children. APT works for hiring babysitters but not prepared professionals. Please reject the new Academic Pathway to Teaching for the sake of our children who will ultimately pay the price.

Sincerely,

Cynthia McKay

## Stallings, Angie

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**From:** TREVER WHITING <twhiting@alpinedistrict.org>  
**Sent:** Monday, July 18, 2016 5:48 AM  
**To:** Cummins, Brittney  
**Cc:** Stallings, Angie  
**Subject:** Academic Pathway to Teaching

Mrs. Cummins

I am writing to you about R277-511 Academic Pathway to Teaching.

I believe this would be a bad change. I am currently finishing my ARL pathway to get my license. The ARL pathway has helped me out a lot to become a better teacher. When I first started teaching I had no idea what I was doing but it came very natural to me. I enjoyed it and was good at it. However that I needed to take the ARL in order to keep teaching and I am glad that I did. The ARL pathway is a bit annoying having to sit through those classes and eat up my time but I am so much better of a teacher because I have done that ARL process.

I believe if you start handing out teaching licenses to anyone that has a bachelors degree is a big mistake. Our students need help by having good lessons and having people that actually care about there learning. Not everyone is ment to be a teacher and if you give anyone a teaching license you will get those individuals that wants everything for nothing come in and ruin the education system. Our kids deserve better then that. My daughter deserves better then that.

Thank you for your time.

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Trever Whiting, ATC/L  
Head Athletic Trainer  
Westlake High School  
Sports Medicine, EMR  
Cell 801-833-2918  
Office 801-610-8815 ext 365

Athletic trainers are medical professionals who are experts in injury prevention, assessment, treatment and rehabilitation, particularly in the orthopedic and musculoskeletal disciplines.

## Stallings, Angie

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**From:** Misty James <misty.m.james@gmail.com>  
**Sent:** Monday, July 18, 2016 1:09 PM  
**To:** Stallings, Angie  
**Subject:** Fwd: licensing rule change

----- Forwarded message -----

**From:** Misty James <[misty.m.james@gmail.com](mailto:misty.m.james@gmail.com)>  
**Date:** Fri, Jul 8, 2016 at 2:23 PM  
**Subject:** licensing rule change  
**To:** [crandall@xmission.com](mailto:crandall@xmission.com), Jefferson Moss <[jeffersonrross@gmail.com](mailto:jeffersonrross@gmail.com)>, Joel Wright <[joel.wright.uted@gmail.com](mailto:joel.wright.uted@gmail.com)>, [jj@jenniferajohnson.com](mailto:jj@jenniferajohnson.com), Brittney Cummins <[b4cummins@gmail.com](mailto:b4cummins@gmail.com)>, Laura Belnap <[lbelnap@utahonline.org](mailto:lbelnap@utahonline.org)>, [dthomas@summitcounty.org](mailto:dthomas@summitcounty.org)

Board members,

I am writing again to make it clear I am not in support of the teacher licensing rule change.

I teach 6th grade at a Title I school in Granite district. Our school does amazing things with extremely limited resources. Our teachers give everything to the success of our students. On my 6th grade team alone we have several master's degrees, multiple subject endorsements, and hours upon hours of professional development we decide to attend simply to better ourselves and our practice. I value working with colleagues who are professional like myself, who have studied and practiced and can manage classrooms full of minority ELL students and ensure they are successful.

I assure you that putting someone who has not been in education programs, who has not spent months working with a professional teacher, and who has not observed for the countless hours that universities require - will be a disaster.

I am a licensed professional. It is insulting that the board thinks so little of this decision I have made. It is disrespectful to tell licensed, amazing teachers that anyone can do their job.

I urge you to think about the current teachers and how to retain them - this will only drive more of the good ones away from the profession.

Misty James  
6th grade teacher  
Granite School District

## Stallings, Angie

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**From:** Kimberly Sorensen <kimberly.sorensen@ccsdut.org>  
**Sent:** Monday, July 18, 2016 4:20 PM  
**To:** Stallings, Angie  
**Subject:** Here is the email that I sent to Terry Warner regarding Academic Pathway to Teaching

Hi Terry,

I just want to thank you for your communication and the great job you do serving on the school board. I feel that you are in touch with us and that you truly do want to do what is best for students to increase their learning. Please know that the Academic Pathway to Teaching is going to hinder efforts of teachers and students and should NOT be passed.

I have been teaching off and on in Cache County School District since 1988 and I have seen a lot of changes throughout the years. The demand on teachers has increased and the need for excellent and well-trained professionals in our classrooms has never been greater. Having just completed my master's degree in Instructional Leadership, I have spent considerable time preparing myself to learn to teach and serve in schools better all the time.

I love to share my love for teaching and also share with new teachers the great things that work well with teenagers since I have taught 6-12 grades at one time or another over the years. This PLC process is what all professionals should do. But, I must say that it is a huge time commitment to take a new teacher under your wing and ensure that he/she gets the help needed to have a fruitful and enjoyable career. No one should be left floundering. Even a person who has had the excellent education classes provided needs a lot of help. I cannot imagine the added burden that will be put on our already over-stressed faculty members if we get many new teachers who are not trained in the art of being teachers.

By passing the Academic Pathway to Teaching, the board discredits all of the hard work and skills that excellent educators spend years in developing. Engagement Strategies, Cooperative Learning techniques, adolescent guidance knowledge, and a myriad of other skills that are learned from preparation and experience in classrooms cannot just be discounted. Teaching is a skill that does not just come naturally to most people and must be developed and taught by those who know how.

Please don't add one more reason for those who teach to regret getting into a career that is becoming ever-more difficult to manage. Passing this measure will ultimately make the teacher shortage greater. Taking an inexperienced, untrained person under your wing to get them through takes every spare minute of time that a teacher actually should be using to take care of their own classes. Students will suffer ultimately if this passes.

Thanks so much for your careful consideration of this issue, and best wishes as you do what is best for Utah's students by considering the burden placed on well-trained and experienced teachers who cannot take one more blow.

Kimberly Sorensen  
UEA Member  
English/Spanish Teacher  
Mountain Crest High School

## Stallings, Angie

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**From:** Lesa Cox <lesacox@alpinedistrict.org>  
**Sent:** Monday, July 18, 2016 4:23 PM  
**To:** Stallings, Angie  
**Subject:** Teacher license ruling

Regarding ruling R277-511 Academic Pathway to Teaching. I am a proud UEA member speaking on behalf of the teaching profession and my students, my grandchildren. i am disturbed by the ruling and hope you look further into this mastery

## Stallings, Angie

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**From:** Amy Walker <amywalkermail@comcast.net>  
**Sent:** Monday, July 18, 2016 6:45 PM  
**To:** Stokes, Spencer  
**Cc:** Stallings, Angie  
**Subject:** concerns about R277-511 Academic Pathway to Teaching

Dear Spencer,

My name is Amy Walker. I have taught in Weber School District for 16 years. I am concerned about the proposed R277-511 Academic Pathway to Teaching.

I realize with the current teacher shortage, the state is looking for ways to fill the gaps. Going this route will be at the expense of Utah students, and at the expense of those who take the academic pathway to teaching. I can't imagine being thrown into a classroom without the vital training I received while going to school and completing my student teaching experience. I learned a great deal from that experience. The skills and knowledge I gained helped me to be successful, which has also translated into a successful experience for my students.

I have first-hand experience with what happens when a teacher is hired without a background in education and does not have the training and skills needed. I teach American Sign Language. I was hired at my current assignment to replace a teacher who was hired because he knew the language, and there was a lack of other applicants. After three years of conflict with administration and his students, his contract was not renewed. It was not his fault that things didn't work out for him. He was placed in a situation where he was not prepared to succeed, and he and the students suffered as a result. A few years later, my school hired a Spanish teacher under similar circumstances. Again, the person hired knew the language, but had not completed a teaching program and did not have teaching credentials. He lasted one year.

It is important that we give students the very best education possible. This can only happen if we are putting trained educators into our classrooms.

Please contact me if you have any further questions. 801-540-9008

Sincerely,

Amy Walker

## Stallings, Angie

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**From:** Rayann Hansen <rayannhansen@me.com>  
**Sent:** Tuesday, July 19, 2016 10:25 AM  
**To:** Stallings, Angie  
**Subject:** Fwd: Academic Pathway to Teaching

Begin forwarded message:

**From:** Rayann Hansen <[rayannhansen@me.com](mailto:rayannhansen@me.com)>  
**Subject:** Academic Pathway to Teaching  
**Date:** July 19, 2016 10:23:44 AM MDT  
**To:** [Terryl.Warner6@gmail.com](mailto:Terryl.Warner6@gmail.com)

Dear Terryl,

I hope you are enjoying our beautiful summer. I decided to write to you after running into a friend at the store the other day. She asked me, "What's with the new law, now anyone can be a teacher?" My friend is not a teacher but was alarmed at the fact that the state is even considering the hiring of unlicensed educators in our classrooms. She went on to tell me her daughter is studying nursing and how crazy it would be if we shifted that mentality to the nursing profession. It is a slap in the face to all professional educators.

I have provided a link to USU Secondary Teaching Program (<https://teal.usu.edu/htm/undergraduate-programs/seced/step>). This is a sample representation of teacher preparation for our professional teachers. You can see it is enriched with multicultural, literacy, motivation and classroom management, assessment, State core curriculum, as well as practical experience in the classroom teamed with a veteran professional teacher. Even with this extensive preparation there is still a lot of mentoring that takes place on site for first year teachers. Persons hired without this background are not prepared to "teach."

As you know, the teaching profession is struggling to find qualified teachers to fill our classrooms. Terryl, this is not the way to solve the problem. We have been under attack for years. The media and Legislators have been unkind to us. We have eroded our health insurance, our retirement, and our compensation, while expecting more and more out of our teachers. I also know there are a lot of good things happening in our schools. That's the message we need to get out! I am proud to be an educator and I would still encourage students to become teachers.

I know you are an advocate for children. What's best for our children is to have "highly qualified" teachers in every classroom. Educating our children is not a game. It is an investment in our future.

Thanks for your service,  
Rayann Hansen  
Logan Education Association



## Stallings, Angie

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**From:** Emily Merrell <emily\_merrell@yahoo.com>  
**Sent:** Tuesday, July 19, 2016 11:01 AM  
**To:** Stallings, Angie; Hansen, Linda; Cummins, Brittney; Johnson, Jennifer  
**Subject:** teacher licensing comments/feedback

Hi,  
I am writing this email as a current educator and UEA member to voice my concerns and provide suggestions for considerations regarding teacher licensing in Utah. I have been working in education for 11 years as an SLP, and my husband is a high school Spanish teacher. We both currently work for the Granite School District. We are both well aware of the drastic teacher shortage in Utah. While I appreciate that efforts are being made to address this, I feel that it is going in the wrong directions and missing the point.

By allowing individuals to become licensed through the new Academic Pathways to Teaching, it is placing people in the classroom who have zero classroom experience or training. They have never had to do any supervised student teaching with an experienced teacher in the classroom with them, and will still not have the opportunity to have direct supervised teaching, because the teacher assigned to mentor them will be responsible for providing instruction to their own classes. Simply passing a content knowledge test is completely worthless in determining the ability to teach, especially since the Praxis exams have proven to be biased against people of color:  
[http://www.nytimes.com/2015/06/18/nyregion/with-tougher-teacher-licensing-exams-a-question-of-racial-discrimination.html?\\_r=0](http://www.nytimes.com/2015/06/18/nyregion/with-tougher-teacher-licensing-exams-a-question-of-racial-discrimination.html?_r=0)

Little is being done to address teacher retention. The EYE requirement by USOE is proving to be confusing and burdensome to new teachers, and I believe it is one of the contributing factors to new teachers leaving the field. I also believe that by "master teachers" being assigned to mentor new teachers who have not completed teaching programs and have zero classroom experiences, it will also lead to more teachers leaving due to the extreme burden of being responsible for their own classes, as well as the huge burden of being expected to show the new teacher how to do everything- that teacher will essentially be doing two jobs with no financial incentive.

My husband and I are both from out of state, and were very hesitant to move to Utah because it is not known for having adequate funding or excellent education. However, we both felt strongly about working for our district, and have not regretted the decision. However, we are beginning to consider leaving the state, and actually may be forced to after this next school year because of the absurd requirements for teacher licensing. It is quite a slap in the face for my husband, who has a Bachelors degree in Spanish, Masters in Education, demonstrated UFLA speaking proficiency, valid Oregon teaching license, is AP trained and certified and every single one of his students pass the AP Spanish exam this past year, has written curriculum for the district, is directing the Spanish program at his school, and was one of the top students in his program, to still be unable to obtain a teaching license in the state of Utah because of the Praxis requirement. The Praxis Spanish is extremely difficult and has an extremely low pass rate, and studies have shown that even top students in their programs have been unable to pass this exam. Exams like these are holding back excellent educators from being able to remain in the profession in states where it is a requirement. In addition to the content knowledge requirement, since Utah does not seem to feel that a bachelor's degree in the content area is sufficient demonstrated subject matter competency. It is burdensome and expensive, as they have recently raised the cost to nearly \$200. In addition, the principals of teaching and learning test is another useless added burden to overworked, underpaid teachers, who have to use personal leave

just to take the exam, spending more money that they don't have. After 3 years of teaching, I would think that the district would have a pretty good idea of the competence of the teacher, more so than an arbitrary exam would be able to determine.

I would like to offer my suggestions for changes to teacher licensing. I propose that Utah adopt standards similar to those of other states, such as California, Wyoming, California, or Idaho. California, for example, has multiple options for demonstrating subject competence. Subject competence may be demonstrated by a bachelors or masters degree, 32 semester units, 150 professional development hours, OR passing subject matter exams for the content area, not ALL of them. The other states mentioned have similar options. The rigorous teaching license requirements for Utah teachers clearly is not producing high-performing schools, because issues such as compensation, access to materials, poverty, and parental involvement are not being adequately addressed. If these requirements do not change, we will be forced to leave the state anyway at the end of our 3 year probationary period because the district will be unable to continue to endorse my husband due to current rules, and Utah will lose 2 more educators. Frankly, I'm also not terribly excited about remaining in a state where my children may be taught by people with zero teaching experience and training.

Sincerely,  
Emily Garrett, MS, CCC-SLP

## Stallings, Angie

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**From:** Kathleen Cheshire <kcheshire9014@gmail.com>  
**Sent:** Tuesday, July 19, 2016 11:11 AM  
**To:** Stallings, Angie  
**Subject:** Fwd: Academic Pathways to Teaching Concern

Dear Angie,

I'm forwarding to you my comments to my state school board member regarding my concerns on the Academic Pathways to Teaching license option.

Thank you,  
Kathleen Cheshire  
Murray, UT

----- Forwarded message -----

**From:** Kathleen Cheshire <kcheshire9014@gmail.com>  
**Date:** Fri, Jul 1, 2016 at 3:56 PM  
**Subject:** Academic Pathways to Teaching Concern  
**To:** [jj@jenniferajohnson.com](mailto:jj@jenniferajohnson.com)

Dear Board Member Jennifer Johnson,

As you wind down your term as our state school board representative, I'm sure you still have much business to address on the board. I am grateful for your time and service.

I'm very much concerned about the new rule R277-511 Academic Pathways to Teaching. In all my 24 years as an educator in Utah, I have had the opportunity to work with teachers who obtained their license via the Alternative Route to Licensing (ARL). To me, there is an obvious disconnect for the ARL folks since they didn't complete the full "education" as most other teachers do through teacher education programs at our colleges and universities. I've had some frustrations with them because they just don't "get it" oftentimes. I've also seen how many students become frustrated with these teachers because of their lack of education as other educators have obtained in a proper education program.

So now, with the new rule allowing any person with a bachelor's degree or higher to just take the Praxis test to become licensed via the APT rule, I'm very worried the impact this will have on our students #1, and also on fellow teachers which will be even more concerning than the ARL program has been.

These APT folks will not have any experience as a student teacher or as an intern teacher. Where are they going to receive understanding for classroom management (a huge deal these days), pedagogy, instructional skills and knowing and understanding the Utah Effective Teaching Standards as well as the Utah Core Standards? As you probably already know, educator's current time available for professional development in school districts is slim to none along with days for preparation and/or professional development tremendously cut back when the recession hit. It is my understanding LEAs must address all these deficiencies with these APT folks through mentoring, coursework, and professional development to help them learn "on the job." This does create a significant drain on district resources, but even more on the other educators these unskilled APT folks will be working with in the schools on their grade level team or subject area team.

For many years, I was the mentor teacher to numerous student teachers and was glad to do it because there was a time when someone helped me as a student teacher. But a student teacher has already had all the schooling in education related courses prior to student teaching. APT folks will be a huge drain on their grade/subject level teams with their lack of knowledge, preparation and training.

It has been explained that there will also be no additional funding to support districts in providing training to these APT folks. We are struggling as it is to do "everything" required of us as educators without significant increases to our funding and without proper professional development and preparation time. This APT plan will create a significant drain on district resources, but even more, I have great concerns

about their impact on students in their classroom as they won't be getting a quality education from a properly educated teacher. There must be other ways to address the need to attract and retain quality educators in our Utah classrooms because this avenue is the wrong one to go down.

Is it possible to rescind this rule which is allowing this to happen? I understand it was written, debated, and passed in only two weeks without much public input. Yes, there is a teacher shortage, but we still need highly effective teachers in every classroom and this is not the solution. We are losing great qualified teachers to surrounding states who pay much higher salaries. Funding for public education in Utah is a huge part of why we are losing these educators. This is the larger problem and APT will not solve it.

Please do your best to see what can be done to keep this APT plan from happening.

Most sincerely,

Kathleen Cheshire  
Utah Educator for 24 years  
Murray, UT

## Stallings, Angie

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**From:** Matthew Woolley <mwoolley@alpinedistrict.org>  
**Sent:** Tuesday, July 19, 2016 11:57 AM  
**To:** Joel Wright; Wright, Joel  
**Cc:** Stallings, Angie  
**Subject:** R277-511 Academic Pathway to Teaching

Mr. Wright,

A little over a year ago, you wrote an email to congratulate me on receiving the Huntsman Award. In that email, you told me that if I ever had anything that would help my classroom, I should bring it to your attention.

As I'm sure you know, teaching is a difficult job. It's rewarding, and I love my job, but it is challenging. Recently, I was discouraged to learn about the proposed change known as the Academic Pathway to Teaching. As a student in college, I was required to take classes regarding the content that I teach (science) and teaching (pedagogy, classroom management). I don't believe that the content classes alone were enough to prepare for me to be a teacher. I've taken many professional development classes to improve both my content knowledge and my teaching practice. I don't believe that it is fair to either the students or this new teacher to have them come into a classroom without any learning theory, classroom management knowledge.

Additionally, I teach nearly 225 students every year. I work very hard to provide those students with the help they need. I also mentor new teachers, something that takes some time as well. Those teachers that I mentor come into the classroom with classroom management knowledge and practice. This APT program will take time from me as a teacher focusing on my students so that I can spend even more time mentoring teachers that aren't familiar with classroom management, pedagogy, and learning theory.

If the concern is the teacher retention problem in the state of Utah, may I provide an alternative idea. Tell the legislature to fund education and stop undercutting teachers (the experts in student learning in the state) and stop micromanaging the public education system in the state. That's the best thing that could be done to keep teachers in the classroom.

Thanks for reading this. Please let me know if you have any questions.

Sincerely,  
Matt Woolley  
Biology Teacher  
Earth Systems Teacher  
Mountain Ridge Junior High School

## Stallings, Angie

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**From:** Larry White <larry.white@beaver.k12.ut.us>  
**Sent:** Tuesday, July 19, 2016 12:30 PM  
**To:** Huntsman, Mark  
**Cc:** Stallings, Angie  
**Subject:** New Teacher license decision

I just read about the new teacher licensing requirements and how they have been lowered.

I understand we have a teacher shortage in Utah and the reasoning behind why this decision has been made but I feel it is a bad idea.

How can you know if someone is a qualified teacher if they are just required to pass a practicum type of test. Are they required to complete and pass a student teaching period? I feel you are just opening the door to anyone whether they are capable teachers or not. This is not McDonalds where anyone will do. All that is needed is a warm body. There is a big difference between knowing your material and being able to convey it to students and getting it to stick in their minds. This is like using gorilla tape to fix your lawn mower, might work for a little while but it is not a good long term solution. Having a teaching certificate does not make you a good teacher. That is far from the truth but how many have we weeded out that are not capable through classes and testing and teaching evaluations.

You want a quality education for our students/youth, so do I since I am a parent, but be honest, Utah is not willing to pay for it. I do believe you are worried about our testing scores. This is not going to fix that. It will only make it worse. There are some things in life where you need to pay more for quality. Buying cheap gets you cheap results. Where as when you pay more for true quality, not just a brand name but quality, you have used your money wisely and you get a lot more bang for your buck.

If we have teacher shortage we need to look at the reason why. Is it pay? Is it the working environment where the teacher has become always in the wrong and the student is always right? Is it the pressure put on teachers to teach to a test and not to teach material that is relevant, then to have to worry about jobs when the testing says their school's students are not doing as well as another when the rating system is so flawed ( sorry you can't compare charter or private schools to public in testing b/c the student population factors can be and are so different. As well as parent involvement levels.) Not to mention class sizes.

Maybe we should try the free market idea of making people want to come to Utah to be teachers for the high levels of pay offered, respect and cooperation/support from school boards, both local and state, found in Utah instead of what they are finding today. Low pay, lack of respect and lack of support and insane amounts of stress due to testing.

Thank you for taking time to read what I think and thank you for the hard work you do on the state board. I am sure it is anything but easy.

Renee White

## Stallings, Angie

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**From:** Tanner, Shauna L <sltanner@graniteschools.org>  
**Sent:** Tuesday, July 19, 2016 1:50 PM  
**To:** Stallings, Angie  
**Subject:** R277-511

Sent from my iPadDear Ms. Belnap,

I'm very concerned about the policy R227-511, Academic Pathway to Teaching. I think it will be a big mistake. I realize that the current teacher shortage is a big problem, but lowering the standards to certification will shortchange our students, lower graduation rates and test scores and open up the state to lawsuits.

There is so much more to teaching than just knowing the subject matter. Few untrained people, no matter how expert they may be in the subject would be able to walk into a classroom without learning class management, teaching methods and pedagogy and behavior management. They need to know how to differentiate instruction and how to adapt for students with special needs. They must understand the curriculum and the requirements for students to pass the grade level they are assigned to teach. They must have supervised practice (student teaching) before they can independently take on a class.

All new teachers get a master teacher for mentoring for the first three years of their career. But the only way that an untrained teacher could get enough help from a mentor would be to have that mentor with them all day. But those master teachers have classes of their own and that has to be their priority!

So how to solve the teacher shortage? 1- Make it financially feasible for students to get a teaching degree. In the early seventies there was a great need for Special Ed teachers. I was able to pay for my education through a grant and loan program. To pay back my loan I was able to get 7 % canceled for every year I taught in Sp. Ed. Forty years later I'm still teaching it and loving it. 2- Make the job more attractive by offering good pay, retirement and benefits. I find it hard to believe that people who have expertise in a field like science or math, wanting to forgo well payed jobs for the low compensation offered now. 3- Have respect and trust in the professional knowledge and experience of teachers in practice here in the state. We know our business, we want our students to be successful and given fully funded schools, small classes and reasonable funding for curriculum, supplies and technology. Stop cutting funding and eliminating needed programs like the arts, PE, and languages.

About ten or fifteen years ago, all teachers in our state were required to prove that they were highly qualified. Those who didn't have the right amount of credits in academic areas were required to take classes to get up to standard and to pass the praxis. Why is it okay now to hire teachers who are not qualified at all?

Sincerely,

Shauna Tanner BS, MA, NBCT  
246 W. 1700 So. Bountiful 84010  
sltanner@graniteschools.org  
801-831-8961 Sent from my iPad

## Stallings, Angie

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**From:** Erica Boyer <erica.boyer@nebo.edu>  
**Sent:** Tuesday, July 19, 2016 3:23 PM  
**To:** Lockhart, Stan  
**Cc:** Stallings, Angie  
**Subject:** repeal APT teaching license

Representative Lockhart,

I want to begin by thanking you for all you do on behalf of education for the state of Utah. I know you do what you believe is beneficial for both students and teachers and that you understand the value of education.

I do want to express some concerns, however, about the new R277-511 Academic Pathway to Teaching teaching license that you and your fellow board members recently passed. I have been an educator in Utah for the past 8 years, and am a proud UEA member. I know that this new licensure program is not the right solution for the teacher shortage Utah is currently facing. It will do nothing but negatively impact student learning, and further demoralize teachers who are already feeling undervalued and unappreciated. The training current teachers received on pedagogy practices, management techniques, core alignment, and valuable student teaching opportunities as we completed our college degrees should not be so quickly dismissed as unnecessary and unimportant. The training and experiences we received in university programs is invaluable in preparing new teachers! Teachers are professionals. Please don't degrade our profession by implying anyone can jump right in and do it.

Students will suffer, if this APT license is not repealed. It takes a lot to manage a entire classroom full of students day after day. Keeping them motivated and excited to learn is hard work. Dealing with issues that invariably arise and accommodating for students with various needs is exhausting. Without the proper training it would be nearly impossible. Students cannot learn in a chaotic atmosphere. Teaching isn't just about having knowledge of a subject matter - it takes much, much more. Without proper training in these management techniques, teachers will find it extremely hard to be successful. And more importantly, student learning will suffer due to the teacher's inability to keep the class managed. I have a neighbor who got hired to teach 5th grade at a charter school without any previous training. After just a month or two she found herself overwhelmed and struggling to stay afloat. She did not have any knowledge of how to plan lessons, manage students, or otherwise run a classroom. She saw how much her students were suffering. Her lack of preparation made it impossible for her to meet their needs. She quit after just a couple of months so that someone more qualified could fill the important role of teaching those precious students.

I know you value education in this great state of Utah. Please don't make the mistake of allowing the APT teaching license to become a reality. Repeal it today!

Sincerely,

Erica Boyer  
fourth grade teacher  
Westside Elementary School

## Austin, Lorraine

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**From:** michele jones <4michele.jones@gmail.com>  
**Sent:** Wednesday, July 20, 2016 12:44 PM  
**To:** Austin, Lorraine  
**Subject:** new licensure rules

I am disappointed by the recent ruling of the USOE to allow people with no degree or training in education to become teachers. The USOE's Board is supposed to be the guardian and defender of education, and each Board member is expected to uphold the value of education as the keystone of a healthy society that ensures an intelligent and productive citizenry. This ruling makes a farce of this duty.

This decision devalues the formal education of teachers, thereby undermining the professionalism that the USOE should be edifying. Educational research shows that evaluating a person's ability on a single test does not give a comprehensive or accurate measure of a person's fluency, comprehension, or ability. Mandating that a single test qualifies someone to teach infers that it is only the test that is important—not the process of obtaining a high quality education.

State School Board members made this emergency decision as an attempt to mend Utah's severe shortage of teachers instead of addressing the real problems creating the lack of qualified applicants—low pay and unrealistic working conditions. Young people are unwilling to consider teaching as a career and career educators are leaving the profession to do other things because of these conditions that aren't being addressed. This ruling will put even more pressure on career teachers as we will have to pick up the slack of individuals who have been hired to teach but have no formal training necessary to create engaging, effective lesson plans and manage the behavior of 30-40 students in a classroom. It will also further erode the confidence the public has in our education system when their children are put into the classrooms of these unprepared teachers.

This rule devalues education and erodes the professionalism of the teacher. It will only increase number of teachers enter and then quickly leave this important, but difficult, profession. This creates revolving door of teachers, making it so we have fewer and fewer master teachers teaching in our public schools. I highly encourage the USOE Board to reverse this decision and require all teachers to have a high quality education before they enter the teaching profession. This, coupled with raising salaries and reducing class size, is the solution to the current teacher shortage.

Michele Jones  
9<sup>th</sup> Grade math Teacher  
Granite School District

## Stallings, Angie

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**From:** Lynnell Fox <lfox@alpinedistrict.org>  
**Sent:** Wednesday, July 20, 2016 7:33 PM  
**To:** Stallings, Angie  
**Subject:** R277-511 Academic Pathway to Teaching

Dear Mr. Wright,

I am writing to express my concern about the solution to our Utah teacher shortage. I think that the Academic Pathway to Teaching is a slap in the face to all Utah Certified teachers. It looks to me as if you think that teaching in a classroom is a piece of cake and that anyone can do it. Have you stopped to consider why Utah has a shortage of teachers? Could it be that there are so many demands placed on the classroom teacher that it is impossible to sustain life outside of the classroom. When fall hits, I say good-bye to my family and tell them that I will pretty much see them in June when school is out. Teaching is a demanding job. It is physically, mentally and emotionally demanding. It is a 24/7 job. Any teacher will tell you that they are constantly thinking about their students and how to best help them. I wake up in the middle of the night and the first place my brain goes is to school. What lessons will I be teaching in the morning, have I remembered everything that I need to bring from home for the day? Why go to college and spend all that money acquiring the training and education to be a teacher when all of a sudden you don't have to?. Controlling an over crowded classroom of 28-32 children is not an easy task, even with specific training. Creating and executing engaging, quality learning experiences takes training. Collecting Data for each child and creating a specific plan as to how to help them succeed in their educational endeavors takes training! Does the Academic Pathway to teaching really take into consideration the best interest of Utah's children? I say no! When was the last time you stepped into the classroom and participated in a day at public school? Maybe the Board needs a reality check, visiting and spending time in our public schools to see what it is really like. Teachers are highly trained professionals and should be considered as such. Please reconsider this solution. In this critical time where education is under fire constantly and most teachers feel like no one appreciates them, I don not see this plan helping in any way. Thank you for your time.

Sincerely,  
Lynnell Fox  
1st grade teacher  
Greenwood Elementary  
Alpine School District  
UEA Member

## Stallings, Angie

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**From:** Robyn Johnson <robylyn@etv.net>  
**Sent:** Wednesday, July 20, 2016 7:47 PM  
**To:** Stallings, Angie  
**Subject:** Repeal the APT

I will make this short, as I know you must be overloaded with comments. Please reconsider and repeal the decision to enact the APT.

The new teacher license pathway called the Academic Pathway to Teaching is EXTREMELY bad for kids. I am a proud UEA member and believe in highly qualified teachers coming from a rigorous experience. I believe it is the job of the state office of education to ensure that the teachers we hire in all of our schools have the experience and training that is rigorous and challenging. How can we expect to prepare students for college readiness with challenging and rigorous curriculum if we don't have this expectation for our teachers?!!

Robyn Johnson  
[robylyn@etv.net](mailto:robylyn@etv.net)

## Stallings, Angie

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**From:** Mallory Boggs <mjhockin@hotmail.com>  
**Sent:** Thursday, July 21, 2016 12:51 PM  
**To:** Stallings, Angie  
**Subject:** New Board ruling on unqualified teachers

This new ruling is beyond frightening.

As an accountant, I know that I would never be fully prepared or adequate to teach in any school setting. Vice versa, I know that a teacher couldn't properly balance a general ledger, create financials, etc. and I wouldn't expect them to. To be a professional takes years of experience and education.

This decision will have a domino effect for years to come. Instead of promoting education, the Board is degrading it. Saying that teaching is so easy anyone can do it and simply that our future ....the students....don't deserve the best. On that same note, if we can now teach without a teaching degree, what is the point of continuing those programs in higher education? I'll just simply go get the easiest degree I can and go teach. Can you imagine a person with a psychology degree teaching physics or math? Scary.

I realize that a teacher shortage is a problem that needs to be addressed immediately, but there are many other options that don't have such damaging effects. What if we paid teachers more? Can you really put a price on your child's....our futures.....education? What if we didn't put so much pressure...like testing scores... on teachers? Instead of degrading teachers, lets uplift them and get people excited to teach! We are all where we are today thanks to teachers.

I want to challenge you to come together and think of a better solution. There is one. Don't pick the easy way out. Fight for our future.

-Mallory Boggs

Sent from my Windows Phone

## Stallings, Angie

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**From:** fnbrannan@gmail.com  
**Sent:** Friday, July 22, 2016 3:29 PM  
**To:** Stallings, Angie  
**Subject:** Letter to District 8 Board Member R277-511 Academic Pathway to Teaching

Dear Mrs. Johnson,

Recently I saw the information on the new law concerning teacher licensure in Utah. I have two grandsons in elementary school in Salt Lake District and a new granddaughter. I volunteer three hours a day, three days each week during the literacy block of the school day. I have a degree in nursing from Brigham Young University and one in elementary education from Westminster University.

I have very real concerns about this new law. Having a degree in one field and then obtaining my education degree, I know how important that process was in order for me to meet the needs of my students. There is no question that I accessed prior knowledge (I am now retired) from my original degree often and it was a benefit to my students. It made me a better teacher, but without my education degree there is no question my students would have been at risk. My family is concerned. We have every intent of asking that our students only be placed with certified teachers. We are concerned that certified educators will be used to instruct and support these new members of the faculty of our schools taking time, once again, from the instructional prep or actual time of our students. Then there is the real problem of turnover and continued use of real educators as mentors, again robbing our children of that important prep by their teacher and resultant quality education. This is a tough job and retention takes real solutions.

Retaining quality educators licensed under standards that serves the goal of building a nation, not legislators ideological partisan ideals should be the work of a State Board of Education. Parents across the state need to reject this decision! Who wants their child in the classroom of these unprepared degree holders? Remember our child has only one shot at a grade level, just one. We do not have time to have two or three of these teachers in a row. The problem, the real problem of the teacher shortage needs to be solved.

Would you like having an artist take care of you post op in the open heart ICU with a mentor RN coming by once in an 8 or 12 hour shift, or do you expect an experienced RN with expertise in open heart surgery at your bedside when you are rolled out of that operating room?

Apparently, you have not witnessed a master teacher at work. I challenge you to go to my former school, BellView Elementary and request to spend a day or even just a morning or afternoon in the classroom of Madaline Chilcutt or Marie Berg. Teaching cannot be done by just anyone, it is a profession, an art and requires skill, education and experience. Watching these educators would be no different than watching a skilled ICU Cardiac Nurse Specialist. These are the classrooms where we want our children, our future citizens, our students need to be that prepared, they are that precious!

As you can see, this issue is of huge concern and I intend to share that concern with as many of my neighbors as possible. I hope to see you on the 26th.

Sincerely,  
Alyce Brannan

Sent from my iPad

## Stallings, Angie

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**From:** Curtis Benjamin <cbenj@northernuu.com>  
**Sent:** Friday, July 22, 2016 3:38 PM  
**To:** Board Rule Comments; Crandall, Dave; Stallings, Angie  
**Subject:** R-277-511 (APT)

Dear Board Members:

I am writing regarding the recent adoption of Board Rule R277-511. While I appreciate that the intent of this rule is to relieve the impact of the current teacher shortage, I think we will find that when implemented, this rule will present greater difficulty without mitigating the shortage to warrant its adoption. As an advocate for public education, teachers and students, I request that the Board reconsider and reject R277-511 (Academic Path to Teaching or APT). As a patron and taxpayer, I support properly credentialed educators in my child's school.

Under the current licensing process teachers in classrooms today have had exposure to theories and techniques of learning by the time they receive their certifications. Moreover, today's certificated teachers have spent time working with students through their practicum and student teaching experiences; even ARL teachers have had on-the-job classroom time working with students *before* they obtain a license.

The education of a teacher in Utah then comes with considerable investment and cost. Perhaps it is appropriate that the gateway into this profession is somewhat challenging. Ironically, it will be formally trained and credentialed teachers who will be assigned as mentors to those who never invested in obtaining such training and skills (that even APT implies are necessary for successful teaching with its PRAXIS requirement and after-hire mentoring provision) and with no additional resources in time or financial incentive.

Clearly, there is an urgent need to staff Utah's classrooms. However, more effective ways exist to attract good people to teaching than easing the standard to become a teacher. In fact, it is confusing that while the Board seeks to strengthen standards and hold teachers accountable it would also relax the standard to become a teacher in the first place. In fact, however inadvertently, current teachers may see this as an insult that devalues a profession that is already thus besieged.

Morale among teachers and esteem for the teaching profession are already low. Discourse or initiatives that perpetuate the perception that anyone can teach diminishes the public appraisal of this profession even further. It is difficult to imagine that something equivalent to an APT would be acceptable for accountants, family therapists, nurses or those who cut and style hair. The effect then is whiplash: The same Board that has enacted higher expectations for student outcomes and stricter definitions regarding how teachers conduct themselves with students also proposes now that anyone with a college degree can teach without regard to training in pedagogy or vetting in ethics before they earn a license.

Although incidences of egregious teacher misconduct are exceptionally rare, please consider that under the current preparation and licensing requirements, teachers are more likely to receive instruction in professional ethics and warnings regarding conduct than under this new rule which merely requires applicants pass an ethics test. Furthermore, prospective teachers today have opportunities to be observed, supervised, mentored and monitored in their interactions with students before they step into their own classrooms. I meet with each year's student teachers and newly hired teachers to review the professional expectations and potential pitfalls when working with other people's children. Teachers take the ethics of teaching and the public trust they are given seriously.

The public trust that teaching holds requires the best we can do to put properly certified professionals in classrooms. Again, please reconsider and reject R277-511 (APT), and let us work together to find ways to appropriately

attract and retain credentialed professional educators. As it is currently proposed and as about to be implemented APT not the answer.

Thank you again for the service you provide teachers, students and our communities.

Sincerest regard,

Curt Benjamin  
Patron & Advocate  
Former Teacher/Coach

Curtis Benjamin, Ed.D.  
Northern Utah UniServ Director, UEA  
(Box Elder, Cache, Logan and Rich Education Associations)  
550 N. Main St. #215  
Logan, UT 84321  
(435) 753-3875

“Nothing you do for [students] is ever wasted.” Garrison Keilor

“Education is not preparation for life; education is life itself.” John Dewey

**From:** [Daralyn Potter](#)  
**To:** [Board Rule Comments](#)  
**Subject:** Not the Solution  
**Date:** Friday, July 22, 2016 4:02:52 PM

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Allowing a person to teach without having them graduate from an Education program is similar to letting a surgeon operate after only taking basic anatomy. I don't know how that's good for anyone. A new teacher without a thorough understanding of human development, educational theory, curriculum design, classroom management, and a plethora of practicum hours would be set up for failure.

As the law stands now, a new teacher - even after a Bachelor's Degree in Education - has to complete the Early Years Educator program which is three years of mentoring and oversight by a staff developer. That's seven years, (Bachelor's plus EYE), from start to finish, of hands-on, immersive training. Why is it a good idea to circumvent that setup? You really think it will save money or get more teachers in classrooms? I don't see it solving anything at all. If anything, it will make things worse. You will have a bunch of new teachers who are completely lost, relying on teammates or mentor teachers to help them out, and you will have a bunch of veteran teachers resenting the new system and the increased workload it brings with it. The job is already hard enough. Why would anyone stay in that environment? What chance will our kids have when all of their teachers are new because there is continual turnover? Will parents trust us?

It ultimately comes down to this: Why can't we keep the teachers we have, keep the certification the same, but pay them a good living wage? Let's make sure that teachers, who are wearing so many hats these days, have what they need to be successful in their classroom and in their own home life. Give teachers discretion to make decisions. Trust them as we trust other professionals. Give the profession some validation like we do lawyers and doctors. Many of us have just as many years of training as the lawyers and doctors of the world but we are still told what to do and how to do it, often by those who don't know what they're talking about. Teachers are killing themselves; giving their time with their own families, their health, their own money, for other people's children. It's not the teachers that are failing the students.

**From:** [Shelley .Smyka](#)  
**To:** [Warner, Terryl](#)  
**Cc:** [Stallings, Angie](#)  
**Subject:** R277-511 Academic Pathway to Teaching  
**Date:** Friday, July 22, 2016 4:48:51 PM

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I am a proud UEA member and a middle school teacher. I would respectfully request that you reconsider the Academic Pathway to Teaching (ART) teaching license.

1. We as teachers in Utah are losing numbers. It isn't because the path to teaching is too difficult, it is that the teaching profession is difficult to consider because teaching wages in Utah are at the bottom of the scale in the United States. Consequently *our* Universities educate and groom the next teachers for other states. Our new teachers go elsewhere to teach, so they can afford to teach. Low wages show disrespect for the value of our teachers and the importance in our society's framework.
2. We teachers have put many hours of time and many of our future wages into education. APT allows a person to teach without the same credentials and hours of training. What then will be the incentive for any future "teacher" to put in those hours of dedicated learning, along with their money, into an educational degree?
3. Those of us who completed our degree in education (as well as the parents and public) are being shown by this "path" that the degree we worked for is of little value.
4. Once again, the wages have been overlooked as the reason for a loss of interest in teaching. Another way to say to the teachers, "You are not valuable".
5. Most importantly, as a middle school teacher, I can tell you that the hours of mentoring and training I received have been extremely valuable. I also suggest that a complete knowledge of the curriculum, writing lesson plans and classroom management cannot be "tested"; it must be learned and practiced. What is at stake is our children's education! What is at stake is also our *quality* of education.

Respectfully,  
Shelley Smyka  
Box Elder Middle School

**From:** [C Roberts](#)  
**To:** [Board Rule Comments](#)  
**Subject:** Teacher Licensing  
**Date:** Friday, July 22, 2016 5:14:02 PM

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To Whom It May Concern:

I am an educator in Carbon School District - 12 years as an English and health teacher and one year as a counselor. I have some concerns about this new "solution" to our teacher shortage problem. In those 13 years, I have never seen a teacher hired in the ARL program complete; however, there are a couple current teachers, hired on a ARL, who I believe could complete the program and continue teaching. But it is rare. These teachers are thrown into teaching, have some support from admin and the district and fellow teachers, but have a difficult time becoming effective teachers and usually end up resigning from the position. I have seen how frustrating it is for those who try to help those teachers become successful, and I am sure that from the district level there is frustration in time and money spent on mentors and trainings. This new program seems to help new teachers even less and with no additional resources for districts to use to help these teachers. How can this be the solution?

I know that our school district was hit hard with increased insurance costs this year.

Thankfully, our district was able to fund those increases, but if the district has to pay for more training and mentors for these teachers, we ALL get hit with the costs of that. There is only so much money to go around.

I realize that the teacher shortage is a huge problem. Principals are desperate to fill those positions - heck, I am as a counselor too! I wish that the approach would be less of a bandaid to the problem and more of a long-term solution. What about figuring out a way to bring in more money for the profession? A lottery is a great way to do that. I feel that while teachers never get into the profession for the income, it is definitely more appealing if teachers are paid enough to match their college degree. What about easing negative publicity on teachers in general? What about enforcing charter schools to do that same work and testing as public schools? There are so many different issues going into the problem of the shortage, and those issues need to be addressed in order for real change to take place over time.

Thank you for your time and consideration in this issue. I understand that these decisions are not taken lightly, but I feel that 2 1/2 weeks time to debate this issue is too rash. Please address my concerns.

Sincerely,

Chelsa Roberts

Sent from my iPhone

From: [Randy and Chandra Hart](#)  
To: [Board Rule Comments](#)  
Subject: New Rule  
Date: Friday, July 22, 2016 5:21:34 PM

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You might expect that most teachers would not be in favor of this rule. However I am. Let me tell you why.

1) Our school district is currently short more than four certified teachers.

With the school year starting very shortly extra burdens will be placed on those teachers who are already in place if those teachers cannot be found. In our part of Utah very few want to teach, and very few want to live here. This rule would give that opportunity to some who live here, and cannot go to school, the option to fill those empty positions.

2) I have been attending school for four years to become a certified teacher.

As the time has been approaching for me to do my demonstration teaching I have been deeply aware of the financial burden that would be placed on my family by leaving my job. The opportunity to be a licensed teacher for someone like me who has passed the Praxis, been teaching at a school, and has taken many education courses already, would allow my family of six to have food on the table instead of making that sacrifice. The teaching programs of today are not meant for people like me who have families and mouths to feed, they were set up for young students out of college, and that needs to change.

3) Most teachers leave the profession within the first three years, so why not allow more people the opportunity, without the expensive education commitment, to see if teaching is right for them? Many paraprofessionals do not become teachers because of the expense of the education. This would give them the opportunity to become a teacher, and would allow them to fill those empty positions.

4) Several of my colleagues did not have to meet the stringent requirements that are currently in place to become a teacher. And they often say if they had to meet the requirements today, they would not become a teacher.

5) It isn't easy to become a certified teacher. The hoops you have to jump through are numerous and difficult.

As long as support is in place, and these "new rule" teachers can be heavily scrutinized and evaluated, there is no reason to keep what could be very good teachers out of our schools.

Licensing is just a paper, while it means a lot in the teaching realm, in the end it is how you teach that matters the most.

Sincerely,

Chandra Hart



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To those concerned:

Would you attempt to fix your furnace, car, water meter's main line, or would you call a trained professional to do it correctly? Is it easier, less expensive, and better to "google" the problem and then watch the You Tube videos and follow the prompts hoping to avoid a quality job for an adequate job? These are the questions I have with APT.

The Utah teacher shortage is caused by this type of attitude. Any warm body can do what a teacher does. Anyone with a degree can teach kids, hold attention, follow the curriculum, create lessons, discipline, meet AYP, notify parents, do all the record keeping, and Utah will disregard the true educators' training, talents, and effectiveness. Moreover, it will be expected that a professional teacher mentor a APT rookie. Let the state school board and legislature members go out to all the schools where APT teachers are placed and let them hold their hands and explain what teachers do. Teachers do not like being insulted and then asked to mentor untrained people who have no understanding of classroom dynamics.

The Utah teaching shortage is going to get worse with this type of thinking. You will succeed in mediocrity. Mediocre efforts to solve the teacher shortage will get mediocre results and your children will be mediocre students. Welcome to Utah, a pretty mediocre state!

If you want to address the real problem, look at the real reasons why there is a shortage and fix those. Your band-aid approach will not stop the bleeding.

Love my job, but hate being disrespected,

Ilene Davies  
Cache County Educator

"It takes a sense of history to have a sense of purpose."

Utah State Board of Education  
250 East 500 South  
Salt Lake City, UT 84111

RE: R277-511 Academic Pathway to Teaching  
July 22, 2016

Dear Members of the Utah State Board of Education,

I am a Utah teacher and deeply troubled by the new approach in regards to Utah's teacher shortage. The R277-511 Academic Pathway to Teaching is NOT the answer to dealing with this problem. In Finland, it is required that ALL teachers have a Masters Degree in teaching. Finland does not have the multiple layers of accountability for teachers because they TRUST them to do their jobs! In Utah, it will not be required to even have any education experience if this route to filling the teacher shortage is accepted. International test scores put Finland high above test scores in the United States. I use this comparison because I want you to see that this will have a disastrous consequence for the students of Utah! Students will have people teaching them who don't have ANY teacher training. These "Let's try this out" teachers will not have any pedagogic background or any classroom management training. The students' education will suffer with this lack of proper teacher education. Additionally, it is not fair to ask an already overworked teacher to "mentor" them for 3 years. If that is the case, will the mentor teachers receive professor pay? I doubt it.

This Academic Pathway to Teaching further disrespects teachers who have put the time into getting degrees and taking classes, which enables them to teach with a much more comprehensive education background. Teaching is a profession requiring complete dedication. There are no shortcuts.

Do you know how to keep teachers from leaving the profession? Easy: 1) Pay teachers like professionals 2) Treat teachers like educated professionals and 3) Quit thinking of ways to add more duties to teachers' enormous list of responsibilities!

Please DO NOT accept the R277-511 Academic Pathway to Teaching. Thank you for taking my thoughts into consideration.

Sincerely,  
Suzanne Rouse  
Utah Teacher  
UEA Member

I would like to make a comment on this teaching without a license. I'm a retired teacher but I'm still concerned about my grand children's education. There are so many experiences and learning windows that you go through when you are obtaining a license that you can't get any other way. Plus you get an opportunity to teach with teachers that have had experience and learn before you take over such an important responsibility.

Why don't we up the teaching salary and get the best teachers coming into our state instead of loosing our great teachers to other states. (Wyoming, Arizona etc). I've seen a lot of my dear friends move because they have tons of hours teaching with no incentives to keep them in Utah.

It's a mistake to lower our expectations and stop licensing our teachers. We need help from all our citizens of Utah to keep a high quality of education.

Carla Cox

**From:** Lynnell Fox <lfox@alpinedistrict.org>  
**Sent:** Monday, July 25, 2016 2:54 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathway to Teaching

Please enter this letter as part of the record of the hearing on the Academic Pathways to Education rule.

Dear Mr. Wright,

I am writing to express my concern about the solution to our Utah teacher shortage. I think that the Academic Pathway to Teaching is a slap in the face to all Utah Certified teachers. It looks to me as if you think that teaching in a classroom is a piece of cake and that anyone can do it. Have you stopped to consider why Utah has a shortage of teachers? Could it be that there are so many demands placed on the classroom teacher that it is impossible to sustain life outside of the classroom. When fall hits, I say good-bye to my family and tell them that I will pretty much see them in June when school is out. Teaching is a demanding job. It is physically, mentally and emotionally demanding. It is a 24/7 job. Any teacher will tell you that they are constantly thinking about their students and how to best help them. I wake up in the middle of the night and the first place my brain goes is to school. What lessons will I be teaching in the morning, have I remembered everything that I need to bring from home for the day? Why go to college and spend all that money acquiring the training and education to be a teacher when all of a sudden you don't have to?. Controlling an over crowded classroom of 28-32 children is not an easy task, even with specific training. Creating and executing engaging, quality learning experiences takes training. Collecting Data for each child and creating a specific plan as to how to help them succeed in their educational endeavors takes training! Does the Academic Pathway to teaching really take into consideration the best interest of Utah's children? I say no! When was the last time you stepped into the classroom and participated in a day at public school? Maybe the Board needs a reality check, visiting and spending time in our public schools to see what it is really like. Teachers are highly trained professionals and should be considered as such. Please reconsider this solution. In this critical time where education is under fire constantly and most teachers feel like no one appreciates them, I don not see this plan helping in any way. Thank you for your time.

Sincerely,  
Lynnell Fox  
1st grade teacher  
Greenwood Elementary  
Alpine School District

**From:** Anna Bayona <annabayona@icloud.com>  
**Sent:** Monday, July 25, 2016 3:42 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathway to Education

Hi, I am a teacher and proud member of the Utah Education Association. I want to say that I am completely in favor of this new academic pathway to teaching for several reasons.

1. The current ARL program has about a 30% success rate according to the ARL official I spoke to. It is not successfully working to fill our shortage areas. We desperately need a simple straight forward way to fill this need. The academic pathway will do this with minimal time and paperwork. (Having experienced the ARL process I know just how difficult it is to make it through the complicated office processes and financial obligations.)

2. Most of the candidates for ARL that I have worked with are already teachers in other areas or states but due to differences in licensing qualifications cannot obtain a regular license in the high need area they wish to teach. They are forced to pay thousands of dollars for additional ARL specific classes on limited teachers salaries. Many end up giving up the process for lack of time and money. The schools then lose these already proven teachers.

For example, my last ARL class consisted of 20 secondary teachers switching to various other elementary areas and 10 out of state teachers. Some of these teachers mentioned that they were switching areas due to their principals requesting they fill a shortage area. Some mentioned that they were repeating class content that they already had but ARL did not accept their out of state course descriptions. No one in my class was "new" to teaching. We all had experienced teaching different ages and subjects.

We were all also taking ARL required elementary methods courses. Everyone did a great job in the courses. We just did what we already know how to do and applied previous teaching methods to any different content. Most of us felt it was a waste of time and money on "learning" somethings we already know. It would have been much more useful to take Masters classes (as we had the money) to advance our education. No one likes wasting time or money and this was a constant source of frustration that teachers vented about.

Many people, even teachers, do not realize how many experienced teachers are trying to get licenses in Utah and how complicated the current process can be to switch content area. I hear teachers and community members being upset that the new process is hiring inexperienced individuals and putting them in the classroom. I would encourage those individuals that do not like the academic pathway to education to research the current demographic of ARL. (I have yet to meet an ARL candidate totally new to teaching, although I am sure they exist.) Many of the teachers that will be impacted by this Academic pathway to education are just trying to switch to areas that others teachers do not want. We should support these teachers and encourage their willingness to fill a need in a shortage area.

3. The academic pathway gives principals and hiring teams a way to chose candidates that have passed content area tests but have non traditional back grounds to fill their high need areas. Sometimes these schools have specific teaching shortages and no one applies for jobs. Through the academic pathway our schools would have some options. Already hired teachers could easily switch areas as well as teachers from other states without huge deterrents like sacrifices in time and money. The school that is invested in working with that teacher should decide if the untraditional candidates have enough experience on their transcript and in their individual careers to fill that high need area. They are the ones invested in the success of that specific school and the most motivated and knowledgeable to fill that need. If the candidate pool is slim and all candidates still need some knowledge or experience to be successful in that school, the hiring school could make those training experiences available or encourage more in depth content specific Masters courses for teachers willing to switch areas.

Thank you for considering my thoughts on this subject. I hope my experiences as a teacher coming from another state are in some way useful.

Sincerely,

Anna Bayona

UEA Member

Utah Elementary School Teacher

**From:** Clorinda Galbraith <clorindagalbraith@gmail.com>  
**Sent:** Monday, July 25, 2016 8:52 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathway to Teaching

Dear Utah State School Board,

I am writing to you with concerns about the R277-511 Academic Pathway to Teaching. I believe that being able to teach Utah's children requires more than academic knowledge. There is an important need to continue with student teachers having supervised experiences in the classroom. Leaving students in the hands of teachers without experience will interfere with the learning process and safety of the children. We need good teachers that can explicitly explain the lessons along with managing the classroom. We should not hire teachers and then hope that the school district will train them while they teach. We need teachers that will come into the classroom prepared with the experience and tools necessary to begin teaching, and not try to learn this as they go. As an educator, I want teachers to do a good job teaching students before they get to me. I can then build upon their knowledge and not go backwards to unlearned subjects. In order for this to continue, student teaching should remain as an essential element in attaining a teacher license .

Thank you for your time.

Sincerely,

Clorinda Galbraith M.S.Ed

**From:** Duncan, Dara <duncand@ogdensd.org>  
**Sent:** Saturday, July 23, 2016 1:54 PM  
**To:** Board Rule Comments  
**Subject:** APT

To whom it may concern,

My name is Dara Duncan and I am a proud UEA member. I am writing to you today about the APT. My main concern is that students deserve and have the best outcomes when taught and inspired by qualified and experienced educators. I am a second year teacher and I can tell you with recent experience in mind that teaching is one of the most challenging experiences of my life. It is also one of the most rewarding which is why I am choosing to continue in this profession. However, I would like to say that if I had stepped into my classroom without the extensive field experience and knowledge I gained through classes about how to teach, I would have been doing those students an incredible disservice. It is not enough to just know the content you will be teaching. You must also have been taught how to deliver the information in a meaningful way that meets multiple types of learners, which is what the university teaching programs do. I understand that there is a teacher shortage, but it is unacceptable to send people into the teaching field with only a basic knowledge of the content, with no experience in the classroom and no classes to equip them with the skills that are necessary to help students learn to the best of their abilities. Those new teachers with this type of license would suffer from the difficulty of this profession without proper training, but their suffering would be nothing compared to the damage those teachers would do to their students. Our students would fall behind even farther and the teaching profession would lose even more respectability causing less and less people to want to become educators as well as more and more students without a proper education. The focus should be on the quality of the teachers not the quantity. My suggestion would be to offer complete loan forgiveness or more grants and scholarships to those that want to become educators. This would increase the amount of qualified and experienced educators going into the teaching field without damaging our future students' learning potential or the respect of the teaching profession.

Sincerely and with much concern,  
Dara Duncan  
Ogden School District Teacher

**From:** joan Jensen <joanbridejensen@gmail.com>  
**Sent:** Saturday, July 23, 2016 9:41 AM  
**To:** Board Rule Comments  
**Subject:** APT

I am shocked by the recent Utah State Board rule (R277-511) Academic Pathway to Teaching. As a UEA member, I realize how important our students are. The reason I have joined UEA and pay dues money is to have a voice for students and teachers who work closely together. I want to help design and support policy that gives our students the most excellent teachers.

The Board's proposal and ruling is a "quick fix" to the teaching shortage situation the state faces. It is evident, those who chose to rule this way, haven't completely thought this through.

I mentor intern teachers who have completed many education courses, but who have not been supervised by a student teacher. I am very visible in their classrooms throughout the year. I don't mentor them from afar. They have many questions and need guidance in the classroom. The Board's requirement to:

- "Require a student teaching experience with a minimum of 400 hours, with direct supervision by a classroom teacher that has been deemed effective by an evaluation and received training on the roles and responsibilities of a classroom mentor teacher for student teachers." **is ludicrous.**

First of all, what teacher has the time to efficiently give guidance with "direct supervision" to a new APT "teacher?" They are consumed by the demands of their own classroom. Why does the Board assume the "effective" teacher can do what University Professors do in 3-4 semesters? I work with two intern teachers and find myself extremely busy before, during, and after school trying to help them. I am a paid professional who has had multiple trainings and experiences to help these new fledgling teachers. Have you considered what the cost is to support these APT teachers? Do you assume that teachers will automatically want to support teachers who do not have the training they have? Are you thinking that classroom teachers have extra time during the day? If so, please come observe a school and classroom teachers. Talk to them about how they plan, prepare, collaborate, and continue to learn within the school day and also after hours.

The rule the Board has passed does not address the actual problem. The teaching profession is not as desirable as it used to be. I feel the main problem is teachers do not feel the support they used to feel they received in this profession. There are more complaints, more requirements, less security with benefits, low pay, large student enrollment, and *much* stress. The Legislature continues to pass requirements without regard to how much time is necessary to implement those requirements. Though much Legislation impacts students and teachers positively, other proposals are punitive and restrictive.

The Board's approach is a band-aid approach. If the Board members would have had a hearing before making this decision, they would have learned many reasons why people do not support this. Parents, too, will be upset by this proposal. They want teachers who are qualified teachers. The University Programs exist for a reason.

In conclusion, I do NOT support this proposal. It undermines our state's quality of education. It will produce many problems that will outweigh its so-called benefits. Having a APT teacher in the classroom will not help students. It is a temporary fix to a problem that is very intricate.

I beg you to consider The UEA's belief that one role of the State Board of Education is to set clear, consistent, rigorous, professional standards for preparation and licensing of Utah teachers, to ensure that every classroom and every student has a highly effective teacher. I encourage you to rethink your stance on this ruling. It is unfair to students, certified teachers, parents, administration, and community.

Sincerely,

Joan Jensen

**From:** Feliciana Lopez <felicianasunshinelopez@gmail.com>  
**Sent:** Saturday, July 23, 2016 10:31 PM  
**To:** Board Rule Comments  
**Subject:** APT comment

Good evening,

I am a teacher who is currently concerned about the legislation of unqualified teachers.

I teach middle school in a title 1 school. This last year, we had many teachers who are ARL. What I know of the ARL program is that it is similar to the legislation of APT. As a highly qualified teacher, it was distressing to see our students suffer because of a lack of qualified teachers in the classroom.

My first concern is the lack of knowledge of the standards. The teachers I worked with in the ARL programs didn't even know where to find standards. If we are trying to help our students be successful and master standards as a measure, this is not happening from day 1 of learning.

My next concern is that even if a person knows a content area, they are not qualified with classroom management. Teaching in a low income school requires high structure. These teachers do not necessarily have the skill set needed nor do they know this is a skill they need. There is a reason that the university programs require hours of classroom observation, modeling, and experience before being put in the classroom. Even more so, the student teaching experience gives you the ground work to create individual expectations and work through some of the difficult parts of being in a classroom. When we eliminate this from the requirements of becoming a full time teacher, not only do the teachers struggle, but then the students struggle. I feel like my students suffered academically from having teachers who were trying to get classroom management underhand and couldn't get to the depths of their curriculum. My students do not need to have this disadvantage in a crucial learning year.

Furthermore, the affects of unqualified teachers reaches the entire school. In the secondary schools, if a teacher struggles with classroom management, the student then goes to their next classes feeling that their behavior that wasn't managed is okay in all classes. Now the experienced teachers have to work even harder to recreate the ideal learning environment. This is an unnecessary step. Teachers and students need to have a general consistency and that does not happen when a teacher doesn't know how to even create that.

I enjoy the opportunity to educate Utah students, but it is not fair to our students when we give them teachers who can't from the first day of school.

**From:** Dale Mecham <dalecarrie@gmail.com>  
**Sent:** Saturday, July 23, 2016 6:33 AM  
**To:** Board Rule Comments  
**Subject:** APT vote

I urge you to carefully and fully consider your vote on Tuesday for APT.

I have been, and continue to be a professional teacher for the past 42 years. I love teaching and have seen the impact that a qualified teacher brings into the lives of children.

The way to attract adults into the field of teaching is not to dummy down the qualifications -- yielding teachers who have NO experience in pedagogy, testing generation, working with children who have alternative learning styles/are disabled or classroom management skills. These are not skills that can be taught "on the job" -- especially during the first several years that are part of any new job.

A vote for APT is a vote to disrespect the school community and to disregard the needs of students. I urge you not to vote for this issue -- both as a 42 year member of UEA and more importantly, a teacher who believes in the achievement of students through excellent teachers.

Carrie Mecham, Ed.S., CCC-SLP  
Provo City School District Speech-Language Pathologist

**From:** Foster, Lisa G <lgfoster@graniteschools.org>  
**Sent:** Monday, July 25, 2016 10:03 PM  
**To:** Board Rule Comments  
**Subject:** APT

To Whom it may Concern,

My name is Lisa Foster and I will start my 26th year as a resource, special education teacher in Granite School District in a couple of weeks. I'm greatly concerned about the new Proposed APT ruling, where, as I understand it, anyone with a bachelor's degree will be able to teach school. I understand the need to get more people in our schools, as we have a great shortage. However, I think the real issues need to be addressed. Those issues include low pay, very high class sizes, lack of teacher support, more and more requirements and lots of negative press from our State School Board and the Utah legislature.

To fill the immediate need, I see the necessity of getting people into teaching who might not be certified yet. However, I would like to see the following steps included:

1. While teaching, a requirement that they take classes to earn their teaching certificate, offered at one of our universities, or on line. A deadline should be given of when the certificate needs to be earned or they are terminated.
2. These APT teachers are going to need more than the usual support given to new teachers. This requires funding to provide one on one mentoring, at least weekly for at least a half day. The coaches we presently have do not have the time to add so many additional new teachers. Our Districts do not have the money to fund these new coach positions.
3. There needs to be a requirement that these new, uncertified teachers have to be re-hired each year until they are certified and have passed their provisional status. Then, if there is an extremely bad teacher, the students will suffer less damage.
4. The same rules need to apply to these APT teachers as to certified teachers. That is, if a new teacher gets 2 or more unfavorable reviews from the principal, they are fired.
5. Certified teachers need to take precedence over uncertified ARL or APT teacher applicants in hiring.

Thank you for your time in reading this email. I look forward to seeing improved measures to ensure our children receive excellent education.

Sincerely, Lisa Foster, proud UEA member

**From:** Tonya Aikens <tba0518@westminstercollege.edu>  
**Sent:** Monday, July 25, 2016 3:54 PM  
**To:** Board Rule Comments  
**Subject:** In Regards to the proposed Alternate Pathway to Teaching

To Whom it may Concern,

I am a current teacher in the state of Utah. I went to college to earn my degrees in education and have continued my education earning degrees in gifted and talented education, mathematics and currently a degree in STEM education. At the same time I have been attending professional development courses and trainings in my years of being a teacher. ALL of this is crucial in order to become a qualified educator to the children of the state of Utah.

With the APT rule there is no designated time line where newly hired teachers need to complete the minimal requirements of the rule. This being said a person could teach a class for an entire year OR MORE having never taken the Praxis, ethics exam, etc. An entire year with a person who has no idea how to teach is extremely detrimental to the growth and development of a child. Not only academically but emotionally and socially as well. This lack of timeline will also mean more money going to the mentorship of a teacher who ultimately may end up not being able to hold the position after all.

In going with this new rule you are asking anyone to walk into a classroom who has no knowledge on how to actually educate a child. It is one thing to have knowledge yourself of a subject. It is an entirely different concept to be able to impart that knowledge into the mind of a child. In teaching you are NEVER focusing solely on just the content knowledge. You are constantly assessing student understanding, managing a classroom, preparing for the next lesson, communicating with parents, collaborating with co-teachers and dealing with the social and emotional aspects of the children as well. You also use your knowledge of pedagogy in order to discover if the child is learning or not learning and what you need to do in order to not only reach that one child but the other 31 at the same time. You cannot do this without extensive training in classroom management, pedagogy, learning theories, assessment as well as content knowledge.

This proposed rule is a very bad short term solution to a long term problem. Instead of continually demeaning and disrespecting the quality teachers you have perhaps look to listening to those who know what it is to teach. Of course quality pay is going to get you better teachers, we have seen this concept work in other fields, but this is not entirely about pay. This is about treating the people who educate the future with the respect they have worked so hard for and rightly deserve. Teachers are constantly working to improve their knowledge of various things in order to improve how they teach. There really is no other field where you are required to not only adapt to new standards constantly but also attend a certain amount of training every year in order to simply keep your job.

I love my job as a teacher and it is because I love it that I went into education and remain there. I have never stopped taking classes to not only improve myself but to make sure I am doing the very best for my students. My kids. Every child who comes into my classroom is a child who I care about in every aspect. If you put people into the classroom simply because they have a degree and think teaching is easy you are going to lose what it really means to teach.

Show parents, educators and shareholders that you care about the future of Utah's children. Do not allow this new rule to go into effect. Allowing untrained people to teach is a very unwise choice for the future of this state. Make a better choice.

Sincerely,  
A Utah Educator

**From:** Chris & Shauna Frossard <fcshauna@gmail.com>  
**Sent:** Monday, July 25, 2016 5:43 PM  
**To:** Board Rule Comments  
**Subject:** Comments on APT proposal from Chris Frossard-UEA member and Professional Math Teacher

Dear APT Proposal Committee Members,

I am writing because of my concern for creating the APT program for teacher licensing. I am now in my 30th year of teaching mathematics and am greatly disturbed by this being your collective solution to teacher shortages that will begin in the next few years. Teaching children is one of the most exceptional and noble professions, but your support for educators and the individual students in the classroom is not keeping up with the enormous student growth that I have seen in the state over the last ten years.

New teachers need to observe, be trained, and well-prepared to teach before they just jump into a classroom of their own. Even teachers who are interns, have had educational training and receive support while they get going in the teaching profession (from school districts and universities) need this. We are not just making products on an assembly line. Each child is unique and different. Teachers are required to make hundreds of quick decisions throughout every school day. They are mentors, counselors, teachers, foster-parents, emergency and first-aid providers, and so much more to their students.

Higher pay, more money for materials, high quality training programs, and better benefits would certainly help attract and keep teachers. Listening to teachers and really spending time while giving support in their classrooms would do wonders to improve teacher morale. We have great teachers in Utah. Our schools have done so much with less for many years, but that is not something that will go on forever. This type of thinking is very shortsighted. Shrinking numbers of new teachers indicates that something is amiss.

Would we cut out or minimize training programs for engineers, doctors, dentists, pilots all because of shortages? No, we would certainly look at them as the important professions that they are and find other ways to invite and attract people to the professions. We would pay them appropriate wages, provide better hands-on training, and find ways to attract them to the profession through benefits and improvements to medical health and pension plans.

Teachers are not only leaving at the end of their careers, they are often leaving way before they ever even get there. Most within five years. What makes you think that making a quicker way to get professionals outside of education quickly past educational training programs will allow them to feel differently about the new career they choose? When they find that they are ill-prepared, given limited support, and up against a class or classes of 30-36 students will they stay or will they jump ship also? How will they handle ESL and IEP's as well as challenging situations with children at risk or with special needs students? Trained teachers do this now and do it exceptionally well, but it takes time, money, and support.

Most teachers do wonderful work and try so hard to care for their students, but they become frustrated because of limited support, long hours, pressure from parents, State legislatures, students, and others. Most teachers I know work many hours each day. You might never notice it. Some work long hours at school (10-12 hour days) when the public has gone home and some teachers take their extra work home with them daily and spend more time preparing or grading. They are dedicated and devoted to excellence. I see it every day. Do you?

Teaching a class well is an art. Not all ages are the same. For instance, kindergarten and other elementary teachers spend hundreds of hours as well as hundreds of dollars of their own money preparing many assignments that will take much work daily. Tasks for younger children are shorter in duration so more must be created and prepared every day. While those in a high school, like me, must prepare high quality instruction that challenges and engages students to think beyond themselves. These take long amounts of time besides the other things we must do each day. Good teaching takes time and effort. It takes an understanding of how to teach a subject, not just to know it. Every student and every individual class is not the same. Each class has its own personality and feeling. Many teachers can know many things, but they must, more importantly, know how to connect with students and modify and adjust when a lesson needs to do so. This takes training and experience.

Do we want teachers with no experience teaching children? My experience has shown me that every parent wants a qualified, well-trained, competent, and hard-working teacher in their classroom.

It appears that the heavy weight of teacher preparation will be placed on school districts to provide money, resources, and instruction to these new teachers who have bypassed college training and teaching programs. Many of these inservice responsibilities will fall on the shoulders of teachers who are already overburdened with all of their own classroom work to do.

If we were talking about your child, then I am certain you would want the best teacher you could find. If we were talking about someone else's child we should want the best, too. An educated society is positive and important for all concerned. Lack of education leads to weaker families, individuals, and societies. No one benefits from a lack of education. The most important factor in a student's success at school is found through parental/guardian support and help at home. Second to this is the highly qualified teacher in the classroom.

While experience in other fields of study can add some application to classroom instruction there is much, much more to teaching. Education classes at a college or university with practical opportunities to get into schools and observe and teach are critical during the teacher's educational preparation program. In fact, some who try this realize that teaching is not for them. It takes a special person with a commitment and desire to build others to be a great teacher. I understand that the APT is trying to streamline the process for people in other fields to pass the Praxis and then begin teaching immediately with inservice and training as they go. Student teaching or Internships are one thing, but to just put new teachers into teaching situations when they have little or no classroom experience is quite another.

We can do better. We can fund education more appropriately. We can support university and college programs that prepare teachers and get them out into the classrooms to observe and ultimately teach children. We can make sure new teachers receive adequate training before they are thrown into a classroom setting. We can lower class sizes to improve time to help individual students and improve teacher morale. We can listen to the concerns of teachers in providing better support and training for teachers. We can act upon those concerns.

Sincerely,  
Mr. Chris Frossard  
Mathematics Teacher (10-12)

**From:** Brittany Cloward <brittanycloward@gmail.com>  
**Sent:** Monday, July 25, 2016 11:50 AM  
**To:** Board Rule Comments  
**Subject:** New route to Licensure

To Whom it May Concern,

I am a current teacher in the state of Utah. I went to college and went through an education program to become the teacher that I am. This step is absolutely CRUCIAL to becoming to adequate, qualified educator of children.

One cannot just walk into a classroom, untrained, and be prepared to teach, regardless of their background. Knowing the content you are teaching is only a small part of an ability to educate. It is also knowing how the brain works, how children and adolescents develop, and knowing that all students learn in their own way and at their own pace. It takes being able to run a classroom effectively with procedures and routines and having excellent classroom management. It's being able to identify when a student is NOT learning and how to properly intervene to ensure their success. It's using specific research-based teaching techniques to educate students correctly and effectively. All of these things can only come from going through a multi-year education program.

Not only is a proper teacher education extremely important to be able to teach children, it trains you to be a good teacher in the eyes of Utah state law. As a current educator in Utah, I am held to the standard of being able to pass multiple observations which include rigorous standards to be met in order to pass and retain my license and my pay. There is NO WAY that a person could pass this evaluation process without going through teacher training. So under your current law, you would be replacing these uneducated teachers every few years because they would not be allowed to continue teaching in the state of Utah.

This is not the correct way to fix the state's teacher shortage. First, a person who is educated in their field can find a job elsewhere in the state that pays better and demands less of them. Why would they want to become an educator in a state that doesn't value their teachers. If they are unable to get another job in their field, perhaps they aren't educated enough to be qualified for them. Why, then, would we deem them educated enough to pass their knowledge onto others.

Second, the way to attract and keep quality teachers in Utah is to show them you value them. Give them pay that would equate to any other Professional in their field. Give us benefits that are attractive and not detrimental to our salary. And finally, support us and let us do what we were TRAINED to do. We have a teacher shortage because a teaching job in Utah does not include those basic standards.

In conclusion, hiring people to become educators of children without proper training shows the current teachers in this state that you do not value their education. It also shows parents and stakeholders that you do not value the quality of education their child receives. Hiring untrained people as educators would be an very unwise choice for the future of our state.

Sincerely,  
Brittany Allen

**From:** Randy and Chandra Hart <c\_r\_hart@msn.com>  
**Sent:** Friday, July 22, 2016 5:22 PM  
**To:** Board Rule Comments  
**Subject:** New Rule

You might expect that most teachers would not be in favor of this rule. However I am. Let me tell you why.

1) Our school district is currently short more than four certified teachers. With the school year starting very shortly extra burdens will be placed on those teachers who are already in place if those teachers cannot be found. In our part of Utah very few want to teach, and very few want to live here. This rule would give that opportunity to some who live here, and cannot go to school, the option to fill those empty positions.

2) I have been attending school for four years to become a certified teacher. As the time has been approaching for me to do my demonstration teaching I have been deeply aware of the financial burden that would be placed on my family by leaving my job. The opportunity to be a licensed teacher for someone like me who has passed the Praxis, been teaching at a school, and has taken many education courses already, would allow my family of six to have food on the table instead of making that sacrifice. The teaching programs of today are not meant for people like me who have families and mouths to feed, they were set up for young students out of college, and that needs to change.

3) Most teachers leave the profession within the first three years, so why not allow more people the opportunity, without the expensive education commitment, to see if teaching is right for them? Many paraprofessionals do not become teachers because of the expense of the education. This would give them the opportunity to become a teacher, and would allow them to fill those empty positions.

4) Several of my colleagues did not have to meet the stringent requirements that are currently in place to become a teacher. And they often say if they had to meet the requirements today, they would not become a teacher.

5) It isn't easy to become a certified teacher. The hoops you have to jump through are numerous and difficult.

As long as support is in place, and these "new rule" teachers can be heavily scrutinized and evaluated, there is no reason to keep what could be very good teachers out of our schools.

Licensing is just a paper, while it means a lot in the teaching realm, in the end it is how you teach that matters the most.

Sincerely,

Chandra Hart



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**From:** Daralyn Potter <djpotter@live.com>  
**Sent:** Friday, July 22, 2016 4:03 PM  
**To:** Board Rule Comments  
**Subject:** Not the Solution

Allowing a person to teach without having them graduate from an Education program is similar to letting a surgeon operate after only taking basic anatomy. I don't know how that's good for anyone. A new teacher without a thorough understanding of human development, educational theory, curriculum design, classroom management, and a plethora of practicum hours would be set up for failure.

As the law stands now, a new teacher - even after a Bachelor's Degree in Education - has to complete the Early Years Educator program which is three years of mentoring and oversight by a staff developer. That's seven years, (Bachelor's plus EYE), from start to finish, of hands-on, immersive training. Why is it a good idea to circumvent that setup? You really think it will save money or get more teachers in classrooms? I don't see it solving anything at all. If anything, it will make things worse. You will have a bunch of new teachers who are completely lost, relying on teammates or mentor teachers to help them out, and you will have a bunch of veteran teachers resenting the new system and the increased workload it brings with it. The job is already hard enough. Why would anyone stay in that environment? What chance will our kids have when all of their teachers are new because there is continual turnover? Will parents trust us?

It ultimately comes down to this: Why can't we keep the teachers we have, keep the certification the same, but pay them a good living wage? Let's make sure that teachers, who are wearing so many hats these days, have what they need to be successful in their classroom and in their own home life. Give teachers discretion to make decisions. Trust them as we trust other professionals. Give the profession some validation like we do lawyers and doctors. Many of us have just as many years of training as the lawyers and doctors of the world but we are still told what to do and how to do it, often by those who don't know what they're talking about. Teachers are killing themselves; giving their time with their own families, their health, their own money, for other people's children. It's not the teachers that are failing the students.

**From:** Amy Jamison <adjamison@hotmail.com>  
**Sent:** Sunday, July 24, 2016 2:41 PM  
**To:** Board Rule Comments  
**Subject:** Opposition to APT

I am a proud UEA member who recognizes that students are most successful when inspired by qualified and experienced teachers. The APT would impact my students and school community by placing the burden of teacher training on already overwhelmed master teachers, ICs, and school administrators. The APT devalues the teaching profession and the time and money educators have spent in teacher training programs and quality professional development and endorsements to improve teaching and student learning. Instead of the APT, look to ways to improve the working conditions for existing teachers in Utah and take strides toward innovative programs for our students so that new, qualified teachers within the state and throughout the country will want to work in Utah.

Thank your your time,  
Amy Jamison

Sent from my iPad

**From:** Curtis Benjamin <cbenj@northernuu.com>  
**Sent:** Friday, July 22, 2016 3:38 PM  
**To:** Board Rule Comments; Crandall, Dave; Stallings, Angie  
**Subject:** R-277-511 (APT)

Dear Board Members:

I am writing regarding the recent adoption of Board Rule R277-511. While I appreciate that the intent of this rule is to relieve the impact of the current teacher shortage, I think we will find that when implemented, this rule will present greater difficulty without mitigating the shortage to warrant its adoption. As an advocate for public education, teachers and students, I request that the Board reconsider and reject R277-511 (Academic Path to Teaching or APT). As a patron and taxpayer, I support properly credentialed educators in my child's school.

Under the current licensing process teachers in classrooms today have had exposure to theories and techniques of learning by the time they receive their certifications. Moreover, today's certificated teachers have spent time working with students through their practicum and student teaching experiences; even ARL teachers have had on-the-job classroom time working with students *before* they obtain a license.

The education of a teacher in Utah then comes with considerable investment and cost. Perhaps it is appropriate that the gateway into this profession is somewhat challenging. Ironically, it will be formally trained and credentialed teachers who will be assigned as mentors to those who never invested in obtaining such training and skills (that even APT implies are necessary for successful teaching with its PRAXIS requirement and after-hire mentoring provision) and with no additional resources in time or financial incentive.

Clearly, there is an urgent need to staff Utah's classrooms. However, more effective ways exist to attract good people to teaching than easing the standard to become a teacher. In fact, it is confusing that while the Board seeks to strengthen standards and hold teachers accountable it would also relax the standard to become a teacher in the first place. In fact, however inadvertently, current teachers may see this as an insult that devalues a profession that is already thus besieged.

Morale among teachers and esteem for the teaching profession are already low. Discourse or initiatives that perpetuate the perception that anyone can teach diminishes the public appraisal of this profession even further. It is difficult to imagine that something equivalent to an APT would be acceptable for accountants, family therapists, nurses or those who cut and style hair. The effect then is whiplash: The same Board that has enacted higher expectations for student outcomes and stricter definitions regarding how teachers conduct themselves with students also proposes now that anyone with a college degree can teach without regard to training in pedagogy or vetting in ethics before they earn a license.

Although incidences of egregious teacher misconduct are exceptionally rare, please consider that under the current preparation and licensing requirements, teachers are more likely to receive instruction in professional ethics and warnings regarding conduct than under this new rule which merely requires applicants pass an ethics test. Furthermore, prospective teachers today have opportunities to be observed, supervised, mentored and monitored in their interactions with students before they step into their own classrooms. I meet with each year's student teachers and newly hired teachers to review the professional expectations and potential pitfalls when working with other people's children. Teachers take the ethics of teaching and the public trust they are given seriously.

The public trust that teaching holds requires the best we can do to put properly certified professionals in classrooms. Again, please reconsider and reject R277-511 (APT), and let us work together to find ways to appropriately

attract and retain credentialed professional educators. As it is currently proposed and as about to be implemented APT not the answer.

Thank you again for the service you provide teachers, students and our communities.

Sincerest regard,

Curt Benjamin  
Patron & Advocate  
Former Teacher/Coach

Curtis Benjamin, Ed.D.  
Northern Utah UniServ Director, UEA  
(Box Elder, Cache, Logan and Rich Education Associations)  
550 N. Main St. #215  
Logan, UT 84321  
(435) 753-3875

“Nothing you do for [students] is ever wasted.” Garrison Keilor  
“Education is not preparation for life; education is life itself.” John Dewey

**From:** Tonya Aikens <tba0518@westminstercollege.edu>  
**Sent:** Monday, July 25, 2016 3:54 PM  
**To:** Board Rule Comments  
**Subject:** In Regards to the proposed Alternate Pathway to Teaching

To Whom it may Concern,

I am a current teacher in the state of Utah. I went to college to earn my degrees in education and have continued my education earning degrees in gifted and talented education, mathematics and currently a degree in STEM education. At the same time I have been attending professional development courses and trainings in my years of being a teacher. ALL of this is crucial in order to become a qualified educator to the children of the state of Utah.

With the APT rule there is no designated time line where newly hired teachers need to complete the minimal requirements of the rule. This being said a person could teach a class for an entire year OR MORE having never taken the Praxis, ethics exam, etc. An entire year with a person who has no idea how to teach is extremely detrimental to the growth and development of a child. Not only academically but emotionally and socially as well. This lack of timeline will also mean more money going to the mentorship of a teacher who ultimately may end up not being able to hold the position after all.

In going with this new rule you are asking anyone to walk into a classroom who has no knowledge on how to actually educate a child. It is one thing to have knowledge yourself of a subject. It is an entirely different concept to be able to impart that knowledge into the mind of a child. In teaching you are NEVER focusing solely on just the content knowledge. You are constantly assessing student understanding, managing a classroom, preparing for the next lesson, communicating with parents, collaborating with co-teachers and dealing with the social and emotional aspects of the children as well. You also use your knowledge of pedagogy in order to discover if the child is learning or not learning and what you need to do in order to not only reach that one child but the other 31 at the same time. You cannot do this without extensive training in classroom management, pedagogy, learning theories, assessment as well as content knowledge.

This proposed rule is a very bad short term solution to a long term problem. Instead of continually demeaning and disrespecting the quality teachers you have perhaps look to listening to those who know what it is to teach. Of course quality pay is going to get you better teachers, we have seen this concept work in other fields, but this is not entirely about pay. This is about treating the people who educate the future with the respect they have worked so hard for and rightly deserve. Teachers are constantly working to improve their knowledge of various things in order to improve how they teach. There really is no other field where you are required to not only adapt to new standards constantly but also attend a certain amount of training every year in order to simply keep your job.

I love my job as a teacher and it is because I love it that I went into education and remain there. I have never stopped taking classes to not only improve myself but to make sure I am doing the very best for my students. My kids. Every child who comes into my classroom is a child who I care about in every aspect. If you put people into the classroom simply because they have a degree and think teaching is easy you are going to lose what it really means to teach.

Show parents, educators and shareholders that you care about the future of Utah's children. Do not allow this new rule to go into effect. Allowing untrained people to teach is a very unwise choice for the future of this state. Make a better choice.

Sincerely,  
A Utah Educator

Utah State Board of Education  
250 East 500 South  
Salt Lake City, UT 84111

RE: R277-511 Academic Pathway to Teaching  
July 22, 2016

Dear Members of the Utah State Board of Education,

I am a Utah teacher and deeply troubled by the new approach in regards to Utah's teacher shortage. The R277-511 Academic Pathway to Teaching is NOT the answer to dealing with this problem. In Finland, it is required that ALL teachers have a Masters Degree in teaching. Finland does not have the multiple layers of accountability for teachers because they TRUST them to do their jobs! In Utah, it will not be required to even have any education experience if this route to filling the teacher shortage is accepted. International test scores put Finland high above test scores in the United States. I use this comparison because I want you to see that this will have a disastrous consequence for the students of Utah! Students will have people teaching them who don't have ANY teacher training. These "Let's try this out" teachers will not have any pedagogic background or any classroom management training. The students' education will suffer with this lack of proper teacher education. Additionally, it is not fair to ask an already overworked teacher to "mentor" them for 3 years. If that is the case, will the mentor teachers receive professor pay? I doubt it.

This Academic Pathway to Teaching further disrespects teachers who have put the time into getting degrees and taking classes, which enables them to teach with a much more comprehensive education background. Teaching is a profession requiring complete dedication. There are no shortcuts.

Do you know how to keep teachers from leaving the profession? Easy: 1) Pay teachers like professionals 2) Treat teachers like educated professionals and 3) Quit thinking of ways to add more duties to teachers' enormous list of responsibilities!

Please DO NOT accept the R277-511 Academic Pathway to Teaching. Thank you for taking my thoughts into consideration.

Sincerely,  
Suzanne Rouse  
Utah Teacher  
UEA Member

**From:** David Mulder <dwmphd@msn.com>  
**Sent:** Saturday, July 23, 2016 9:59 AM  
**To:** Board Rule Comments  
**Subject:** Teacher qualifications

Educating our children is perhaps the most responsible requirement of government. Given the importance of education we should insure quality as much as possible. The idea of allowing people who are not trained to be teachers is government shirking it's responsibilities at the highest level. As a retired Clinical Psychologist, I would be outraged if the State would allow people to do therapy without specific training. Why then do we even consider allowing people to teach our children without teacher training? Perhaps it indicates how little we value education in Utah. Please continue to require that people who teach our kids are as highly trained as possible. David Mulder, PhD

Sent from my iPad

**From:** Carla <ccccox@gmail.com>  
**Sent:** Friday, July 22, 2016 10:38 PM  
**To:** Board Rule Comments  
**Subject:** Teacher

I would like to make a comment on this teaching without a license. I'm a retired teacher but I'm still concerned about my grand children's education. There are so many experiences and learning windows that you go through when you are obtaining a license that you can't get any other way. Plus you get an opportunity to teach with teachers that have had experience and learn before you take over such an important responsibility.

Why don't we up the teaching salary and get the best teachers coming into our state instead of loosing our great teachers to other states. (Wyoming, Arizona etc). I've seen a lot of my dear friends move because they have tons of hours teaching with no incentives to keep them in Utah.

It's a mistake to lower our expectations and stop licensing our teachers. We need help from all our citizens of Utah to keep a high quality of education.

Carla Cox

Sent from my iPad

**From:** Ilene Davies <ilene.davies@ccsdut.org>  
**Sent:** Friday, July 22, 2016 6:07 PM  
**To:** Board Rule Comments; Stallings, Angie; Warner, Terry  
**Subject:** Those who can't, teach?

To those concerned:

Would you attempt to fix your furnace, car, water meter's main line, or would you call a trained professional to do it correctly? Is it easier, less expensive, and better to "google" the problem and then watch the You Tube videos and follow the prompts hoping to avoid a quality job for an adequate job? These are the questions I have with APT.

The Utah teacher shortage is caused by this type of attitude. Any warm body can do what a teacher does. Anyone with a degree can teach kids, hold attention, follow the curriculum, create lessons, discipline, meet AYP, notify parents, do all the record keeping, and Utah will disregard the true educators' training, talents, and effectiveness. Moreover, it will be expected that a professional teacher mentor a APT rookie. Let the state school board and legislature members go out to all the schools where APT teachers are placed and let them hold their hands and explain what teachers do. **Teachers do not like being insulted and then asked to mentor untrained people who have no understanding of classroom dynamics.**

The Utah teaching shortage is going to get worse with this type of thinking. You will succeed in mediocrity. Mediocre efforts to solve the teacher shortage will get mediocre results and your children will be mediocre students. *Welcome to Utah, a pretty mediocre state!*

If you want to address the real problem, look at the real reasons why there is a shortage and fix those. Your band-aid approach will not stop the bleeding.

Love my job, but hate being disrespected,

Ilene Davies  
Cache County Educator

*"It takes a sense of history to have a sense of purpose."*

**From:** C Roberts <cmroberts1@yahoo.com>  
**Sent:** Friday, July 22, 2016 5:14 PM  
**To:** Board Rule Comments  
**Subject:** Teacher Licensing

To Whom It May Concern:

I am an educator in Carbon School District - 12 years as an English and health teacher and one year as a counselor. I have some concerns about this new "solution" to our teacher shortage problem. In those 13 years, I have never seen a teacher hired in the ARL program complete; however, there are a couple current teachers, hired on a ARL, who I believe could complete the program and continue teaching. But it is rare. These teachers are thrown into teaching, have some support from admin and the district and fellow teachers, but have a difficult time becoming effective teachers and usually end up resigning from the position. I have seen how frustrating it is for those who try to help those teachers become successful, and I am sure that from the district level there is frustration in time and money spent on mentors and trainings. This new program seems to help new teachers even less and with no additional resources for districts to use to help these teachers. How can this be the solution?

I know that our school district was hit hard with increased insurance costs this year. Thankfully, our district was able to fund those increases, but if the district has to pay for more training and mentors for these teachers, we ALL get hit with the costs of that. There is only so much money to go around.

I realize that the teacher shortage is a huge problem. Principals are desperate to fill those positions - heck, I am as a counselor too! I wish that the approach would be less of a bandaid to the problem and more of a long-term solution. What about figuring out a way to bring in more money for the profession? A lottery is a great way to do that. I feel that while teachers never get into the profession for the income, it is definitely more appealing if teachers are paid enough to match their college degree. What about easing negative publicity on teachers in general? What about enforcing charter schools to do that same work and testing as public schools? There are so many different issues going into the problem of the shortage, and those issues need to be addressed in order for real change to take place over time.

Thank you for your time and consideration in this issue. I understand that these decisions are not taken lightly, but I feel that 2 1/2 weeks time to debate this issue is too rash. Please address my concerns.

Sincerely,

Chelsa Roberts

Sent from my iPhone

3169 Kaibab Way  
Salt Lake City, Utah 84109  
July 23, 2016

To the Utah State Board of Education Law and Licensing Committee:

I have taught elementary special education for twenty-one years, but I almost didn't make it through my first year teaching.

In 1995, I was a teaching assistant. I had a degree, but not a teaching degree. The teachers I worked with told me about the Alternative Route to Licensure. I could take classes through Utah State in the evening, and for my practicum, I would have an actual teaching job. Within a year and a half, I would have a teaching license and a special-education endorsement. It sounded like a good idea at the time.

I was placed as the teacher in a self-contained special-education classroom for students with behavior disorders and mental health issues. When I was hired on a 'letter of authorization' in September, I didn't know what to teach, much less how to teach it. I didn't know what an IEP was, and I was responsible for complying with 15 of them. The evenings that I was in class, I needed the time to prep for class the next day. It was so frustrating, and I almost gave up many times.

I had a lot of help – in addition to my wonderful mentor teacher across the hall, the unit had a teachers' aide in each classroom, a Valley Mental Health worker, and a social worker. I learned a tremendous amount about teaching. By February of that year, I knew the basics of IEPs, classroom management, and small-group instruction. I was ready to begin.

But from September to February, I didn't teach those students much. The principal told me that if I stayed where I was, I would be 'non-renewed' in May. I was moved to a job as a resource teacher at another elementary. I was lucky to have another great mentor, and I was successful there for four years. I have become an effective resource teacher. But that first year, I was not effective, and my students lost six months. For those 6 months, they should have had an effective teacher. The ARL program got me a start in teaching, but it was a rough start, and I am not surprised when I hear how many ARL teachers quit after a year or two.

Districts use the Alternative Route to fill the hardest-to-fill positions. Unfortunately, these are often the classrooms with the neediest students – the students with the greatest need for an experienced teacher. If the new "Academic Pathway to Teaching" puts teachers in the classroom with even less instruction and experience than I had, we are setting our new teachers up for failure, and that's not fair to these students. We need to address our teacher shortage by finding ways to keep good teachers in the profession, and to support and mentor new teachers so they can acquire the skills they need to become great teachers. Our students deserve it.

Sincerely,

Michael McDonough

**From:** Christine <cbarger@alpinedistrict.org>  
**Sent:** Monday, July 25, 2016 1:21 PM  
**To:** Board Rule Comments  
**Subject:** Value and Importance of Certified Teachers

Please be mindful of how detrimental it would be to our school system to lower the standard of classroom teachers. Utah has the best teachers and students in the country. The public school system in UTAH is respected and represents QUALITY EDUCATION.

Please continue to maintain that all teachers in the system be qualified, Certified and carry current teaching licenses in the area in which they are employed.

UEA Memeber  
1st Grade Teacher  
Alpine School District  
-Christine Barger  
801-709-9034

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**From:** Julie [mailto:julieb113@hotmail.com]  
**Sent:** Tuesday, July 26, 2016 9:53 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** New board rule-APT

As a teacher, mentor, UEA member, and parent of children in Utah public schools, I am concerned about the new Academic Pathway to Teaching. I realize that Utah is facing a teacher shortage and understand that we need to get teachers into classrooms. However, I am concerned that allowing people to teach who only have a degree and passed a subject matter test will have a more negative impact on our school than a positive one. Based on my experience as both a teacher and a parent, students in a class with a minimally qualified teacher will receive less academic instruction and what they will receive will likely be of lower quality, resulting in deficits in their learning and a possible increase in need for Special Education services. Teachers with minimal training tend to have poorer classroom management skills which usually results in disruptions to instruction as well as threatens students' safety. Having spent most of my 16 year teaching career in lower-income schools, I have seen that teacher turnover tends to be higher in these schools than higher income ones. I am concerned that lower income schools would be more likely to end up hiring these less qualified teachers, further hindering students and schools who already face huge challenges.

Instead of lowering the bar for teacher qualifications, perhaps the Board could put more effort into addressing the causes of the teacher shortage, particularly why teachers choose not to stay. Increasing pay/benefits, reducing the amount of time and energy spent on high-stakes testing, and regulating class sizes are other ways to encourage good teachers to stay instead of leaving the profession in frustration.

Thank you,  
Julie Beckham

**From:** [Laura Anjewierden](#)  
**To:** [Stallings, Angie](#)  
**Subject:** Academic Pathway to Teaching  
**Date:** Sunday, July 24, 2016 8:31:54 AM

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I strongly believe that the board should reconsider the academic pathway to teaching. As a teacher for more than twenty years and as the site based instructor for student teachers I know that content knowledge as only a small part of the skills that an effective teacher needs to insure high levels of student learning.

**From:** [Janeal Rice-Marsell](#)  
**To:** [Stallings, Angie](#); [dthomas@co.summit.ut.us](mailto:dthomas@co.summit.ut.us)  
**Subject:** R277-511 Academic Pathway to Teaching  
**Date:** Monday, July 25, 2016 5:43:52 PM

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Dear David Thomas,

I am writing to you with concerns about the R277-511 Academic Pathway to Teaching. I believe that being able to teach Utah's children requires more than academic knowledge. There is an important need to continue with student teachers having supervised experiences in the classroom. Leaving students in the hands of teachers without experience will interfere with the learning process and safety of the children. We need good teachers that can explicitly explain the lessons along with managing the classroom. We should not hire teachers and then hope that the school district will train them while they teach. We need teachers will come into the classroom prepared with the experience and tools necessary to begin teaching, and not try to learn this as they go. As an educator, I want teachers to do a good job teaching students before they get to me. I can then build upon their knowledge and not go backwards to unlearned subjects. In order for this to continue, student teaching should remain as an essential element in attaining a teacher license .

Thank you for your time.

Sincerely,

Janeal Marsell M.S.ED

**From:** [Jennifer Batchler](#)  
**To:** [Castle, Leslie B.](#)  
**Subject:** RE Academic Pathway to Teaching  
**Date:** Sunday, July 24, 2016 2:59:22 PM

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Dear Ms. Castle,

I am a mother of two students in the Salt Lake School District. I am very concerned about the APT recently passed by the Utah State Board of Education. My kids (Jack and Katie) are entering the 9th and 7th grade this year. During their years in public schools we have been very happy with their teachers. However, several times when my children had weak student teachers their learning (and love of learning) dropped as the student teacher struggled with classroom discipline and meeting the needs of the different learners in the classroom. Luckily they only had this struggle for a few months and the classroom teacher was able to remediate. I fear with APT an entire year of school could be wasted if my children have a teacher who is ineffective.

I believe that the APT will put unqualified teachers in the classroom and put my children's learning at risk. Jack and Katie deserve better! They deserve a teacher focused on how to teach with excellence not one focused on learning how to teach. I know there are teacher shortages but please don't jump into this method of filling empty positions. Our children need the best not the available.

Sincerely,  
Jennifer Batchler

844 Kensington Ave  
Salt Lake City, UT  
84105

**From:** [Cindi Sutherland](#)  
**To:** [Stallings, Angie](#)  
**Subject:** Teacher APT  
**Date:** Sunday, July 24, 2016 8:04:19 AM

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Teachers need some kind of standard. They usually have 400 school hours to prepare to be a teacher and see the best way to teach students. To go to zero recommended class hours before they become a teacher is ridiculous. How about just lower the hours to 300 hrs. That will get teachers in the classroom faster but with experience still.

Common Core is what needs to go out the window. Not lower Teaching Standards. I do NOT want my kids, 6, taught by someone that doesn't have experience working with children. Giving them one simple test and giving them a license does not make them a good teacher nor one that we want!

Thank you for your time,  
Cindi Sutherland

**From:** [Peeters, Tanja](#)  
**To:** [Stallings, Angie](#)  
**Subject:** R277-511 feedback  
**Date:** Monday, July 25, 2016 10:47:41 PM

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As a first year teacher enrolled in the ARL program I have found the process of obtaining my license daunting and confusing. I absolutely struggled my first year teaching without the benefit of the pedagogy courses or classroom management. I do believe that this new rule might simplify the process, however I would highly suggest that the courses still be required within a few years of securing a position. I would also love to see more support for teachers going through the ARL or APT process with mentor teachers assigned. I really appreciate the UEN system and would love to have a suggested list of courses given to all new teachers that don't initially have the licensure training. I am hoping that a streamlined process for teacher training will emerge from R277-511 that respects the desire to want to jump in and teach while obtaining the necessary tools. I understand the fear that many unqualified want to be teachers will flood the system and undermine the respect and authority of the system. But with additional safeguard of ongoing education, and specific requirements for ELL and pedagogy and classroom management courses this new approach could work.

Thanks for soliciting our feedback,

Tanja Peeters

**From:** Mike Nelson [mailto:[nelson.mjn84@gmail.com](mailto:nelson.mjn84@gmail.com)]  
**Sent:** Tuesday, July 26, 2016 10:32 AM  
**To:** Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>  
**Subject:** R277-511 (In Favor)

Hi,

As an educator who has taught in higher education (digital and in-person), over the past 4+ years, I am in favor of R277-511, as it will provide an additional avenue for me to pursue a teaching option in secondary education.

Currently, I can teach in higher education with a master's degree. I have received some of the higher ratings in teaching finance over the past year at BYU-Idaho and SNHU. In fact, I have been selected and trained for leadership roles. I currently am a teaching group leader at BYU-Idaho and will start a role as a team lead at SNHU in August.

About a year ago, I started exploring options to teach in secondary education. I reviewed the requirements for alternative licensure, although found this route cumbersome and restrictive as I would have to incur significant debt to teach for an entry level salary. In addition, I would be unable to continue the opportunities that I currently have in higher education.

At this point, I can substitute teach and have been in the South Sanpete School District during the past school year. I was frequently asked to teach mathematics courses, as it was difficult to find a substitute that could explain these concepts to the students. I have discovered that teaching mathematics is an area of interest for me that I am considering pursuing in the future.

As you can see, I am qualified to teach at the secondary education level, although the requirements for licensure are prohibiting me from doing so. R277-511 is a good start at providing a less restrictive and sufficient methodology to vet teaching capabilities. I look forward to the future adoption and the potential pursuit of a license with this method personally.

Please let me know if you have further questions.

Regards,

**Mike Nelson**

*Educator*

Direct: 303.242.4834

[nelson.mjn84@gmail.com](mailto:nelson.mjn84@gmail.com)

<https://www.linkedin.com/pub/mike-nelson/8/6a1/48b>

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**From:** Dana Baker [mailto:dbbaker183@yahoo.com]  
**Sent:** Tuesday, July 26, 2016 11:29 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT Objection

I am writing to you concerning the new proposed policy called the Academic Pathway to Teaching. I would like you to consider the opinion of this highly qualified elementary school teacher with 8+ years experience. I teach 5th grade at Freedom Elementary in Highland. My professional development experience includes district training and several summers as a facilitator for Utah's Core Academy. This spring I was awarded Freedom Elementary's Teacher of the Year. I credit much of my success as a teacher to the experiences I had with my university and opportunities to learn from veteran teachers. I also have 3 children that attend schools in Alpine School District.

Utah's teacher shortage is a serious problem that needs to be addressed, however the APT rule does not seem to be a valid way to truly solve this problem. Here are the concerns I have with this policy:

The rule does not require the applicant to have any classroom experience. In my education program I spent hours in actual classrooms learning from veteran teachers. Utah Valley University offered me experiences in several grade levels which helped me decide which grades I was best suited to teach. My student teaching experience provided me with an opportunity to observe a master teacher in classroom management and best practices for instruction. Student teaching is an invaluable experience offering collaboration with the university, school districts, and classroom teachers. It is hard to imagine placing someone in a classroom on day one having no authentic classroom experiences. Without university classes or student teaching experience, I'm not sure how students with APT teachers can be successful learning during the school year when their teacher has had no experience with classroom management and best instructional practices.

Those of us that attended college for the specific purpose of becoming an educator jumped through many more hoops to receive our teaching licenses. I spent two years in the elementary education program where the purpose of every class was to enhance our teaching capabilities. Here are a few examples of classes that APT candidates are not required to: Educational Psychology, Classroom Management I and II, Curriculum Design, Elementary Math Methods, Teaching English as a Second Language, and the list could go on. Also, I was required to take two Praxis tests. I strongly believe that unless teachers have experiences similar to this list they will be ineffective. This effectively lowers the bar for educators in Utah.

APT candidates will be required to work with teachers once they have been hired. The USOE website states, "Once placed in a school the APT licensee will have to work with a master teacher and work to meet the [Utah Effective Educator Standards](#)." This means that I potentially will be required to mentor an APT teacher which would require a lot of extra time and effort for a working classroom teacher. Meeting the Utah Effective

Educator Standards is no small task. A lot of veteran teachers are already having trouble navigating the new evaluation tool and asking us to take on this additional task is unfair. Teachers are overburdened with the current demands of our job which is a major reason teacher burnout rates are on the rise. There is also no funding to compensate teachers for the time they will spend mentoring APT candidates while universities offer a stipend to teachers to mentor student teachers.

I echo the statements from the UEA:

The UEA is asking the Board to reconsider and repeal this new policy until additional data is available to ensure that all licensed teachers are held to the same, high rigorous standards.

The UEA also calls on the Board to develop a comprehensive strategy to address teacher recruitment, preparation, licensure, induction and mentoring, evaluation, remediation, and ongoing professional learning - the entire professional continuum - to ensure that Utah has a system to develop and increase teacher effectiveness and retention. The development of the strategy should be done in cooperation with stakeholders including district leaders and principals, preparation programs, teacher and principal associations, legislators, and, most importantly, teachers - teachers who have been mentors, pursued alternative licensure, worked on innovative induction programs like PAR, and who are leaders in their school, to work with the Board to create a seamless vision of teacher recruitment and retention in Utah.

Please reconsider this decision. Utah students deserve to have highly qualified teachers in every classroom. This policy undermines the education field which has already faced many other "hits" from public policy in recent years. The APT policy is not the answer to the teacher shortage in Utah.

Thank you for your time and attention.

I can be reached for questions you might have at this email address or at 801-368-0721.

--Dana Baker

**From:** Austin, Lorraine  
**Sent:** Tuesday, July 26, 2016 2:05 PM  
**To:** Stallings, Angie; Akin, Kathy  
**Subject:** Written Comments on R277-511  
**Attachments:** State Board APT hearing.docx

**From:** Kristin Hadley [mailto:kristinhadley@weber.edu]  
**Sent:** Tuesday, July 26, 2016 2:01 PM  
**To:** Austin, Lorraine <lorraine.austin@schools.utah.gov>  
**Subject:** Re: Public hearing on APT

Here is some written information regarding my remarks.

--

Kristin Hadley, Ph.D.  
Teacher Education Department Chair  
Weber State University  
Ogden, UT



**Which new teacher is ready to teach Utah's students?**

<p><b>Academic Pathway to Teaching R277-511 Level 1 License holder</b></p>	<p><b>Teacher Preparation Program R277-502, R277-504 Level 1 License holder</b></p>
<p><b>Requirements once university coursework is complete</b></p>	
<p>Have completed a bachelor's degree or higher</p>	<p>Graduate from a nationally accredited program</p>
<p>Demonstrate content knowledge tested by Praxis II</p>	<p>Demonstrate content knowledge tested by Praxis II</p>
<p>Pay the applicable licensing fee</p>	<p>Pay the applicable licensing fee</p>
<p>Complete the educator ethics review on the Board's website</p>	<p>Complete the educator ethics review on the Board's website</p>
<p>Submit postsecondary transcripts to the Superintendent</p>	
<p><b>Requirements in Preparation for Teaching</b></p>	
	<p>Complete coursework to ensure that the educator is able to meet the Utah Effective Teaching Standards, specifically to address the following topics:</p> <ul style="list-style-type: none"> <li>• Content and content-specific pedagogy appropriate for the area of licensure;</li> <li>• Knowledge and skills designed to assist in the identification of students with disabilities and to meet the needs of students with disabilities in the regular classroom. Knowledge and skills shall include the following domains: knowledge of disabilities under IDEA and Section 504 of the Rehabilitation Act; knowledge of the role of non-special-education teachers in the education of students with disabilities; skills in providing tier one instruction on the Utah Core Standards and positive behavior supports to students with disabilities within a multi-tiered system of supports including:             <ul style="list-style-type: none"> <li>○ assessing and monitoring the education needs and progress of students with disabilities;</li> <li>○ implementing and assessing the results of interventions; and</li> <li>○ skills in the implementation of an educational program with accommodations and modifications established by an IEP or 504 plan for students with disabilities in the regular classroom; and</li> </ul> </li> <li>• Knowledge and skills designed to meet the needs of diverse student populations in the regular classroom. These skills for diverse student populations shall include the skills to:             <ul style="list-style-type: none"> <li>○ allow teachers to create an environment using a teaching model that is sensitive to multiple experiences and diversity;</li> <li>○ design, adapt, and deliver instruction to address each student's diverse learning strengths and needs; and</li> <li>○ incorporate tools of language development into planning and instruction for English language learners and support development of English proficiency.</li> </ul> </li> <li>• Technical skills necessary to utilize common education technology;</li> <li>• Integrate technology to support and meaningfully supplement the learning of students;</li> <li>• Facilitate student use of software for personalized learning;</li> <li>• Teach effectively in traditional, online-only, and blended classrooms;</li> <li>• Design, administer, and review educational assessments in a meaningful and ethical manner.</li> </ul>
	<p>Additional coursework requirements for Elementary licenses:</p> <ul style="list-style-type: none"> <li>• literacy including listening, speaking, writing, and reading;</li> <li>• mathematics;</li> <li>• physical and life science;</li> <li>• health and physical education;</li> <li>• social studies;</li> <li>• fine arts; and</li> </ul>

	<ul style="list-style-type: none"> <li>• in the science of reading instruction including phonemic awareness, phonics, fluency, vocabulary and comprehension;</li> <li>• in the science of mathematics instruction including quantitative reasoning, problem solving, representation, and numeracy.</li> </ul>
	<p>Additional coursework requirements for Secondary licenses:</p> <ul style="list-style-type: none"> <li>• an approved content area or teaching major consistent with subjects taught in Utah secondary schools; and</li> <li>• content coursework reasonably equivalent to that required for individuals completing a non-teaching degree in the subject.</li> <li>• to include literacy and quantitative learning objectives in content specific classes in alignment with the Utah Core Standards.</li> </ul>
	<p>Additional coursework requirements for Special Education licenses:</p> <ul style="list-style-type: none"> <li>• understand the legal and ethical issues surrounding special education;</li> <li>• comply with IDEA and Utah State Board of Education Special Education Rules;</li> <li>• work with other school personnel to implement and evaluate academic and positive behavior supports and interventions for students with disabilities within a multi-tiered system of supports;</li> <li>• train and monitor education teachers, related service providers, and paraeducators in providing services and supports to students with disabilities;</li> <li>• provide the necessary specialized instruction, as per IEPs, to students with disabilities, including</li> <li>• core content from the Utah Early Childhood Core Standards and the Essential Elements and content specific pedagogy;</li> <li>• skills in assessing and addressing the educational needs and progress of students with disabilities;</li> <li>• skills in implementing and assessing the results of research and evidence-based interventions for students with disabilities; and</li> <li>• skills in the implementation of an educational program with accommodations and modifications established by an IEP for students with disabilities.</li> </ul>
	While in teacher preparation program – maintain a 3.0 with no education courses below a C
	Complete additional coursework identified by the State Board for any endorsements
	Include a supervised student teaching/intern experience of not less than 400 hours

Prepared and presented by Kristin Hadley, Teacher Education Department Chair, Weber State University  
kristinhadley@weber.edu

**From:** Matt  
**Sent:** Tuesday, July 26, 2016 2:12:26 PM  
**To:** Board Rule Comments  
**Subject:** public comment on APT

To Whom it May Concern:

Support for Utah's Academic Pathway to Teaching proposal (APT) reveals much about prevailing attitudes towards the teaching profession, namely that it is a job requiring little more than basic content knowledge and common sense, and that personnel shortages are due to bureaucratic barriers to entering the profession. These assumptions misunderstand both the profession and the shortage.

We do not think that riding in an airplane qualifies one to fly it, or that being sued in court qualifies one to practice law, so why do we think anybody that has ever been a student can succeed as a teacher? Great teachers always have a personality and background suited to their positions, but also technical skills that are not so obvious. Classroom management, for example, is complex and controversial; assessment is theoretically complex and controversial in practice; pedagogy is incredibly complex and controversial. Each of these elements of practice requires a great deal of time spent in study, practice, exposure, consideration of traditional vs. progressive methods, observation, data analysis...the kind of work that happens while obtaining a degree in education and in lengthy, formal mentorships such as student teaching experiences, and continuing education in PLCs and conferences and in-service days. A mere passing score on the Praxis exams is insufficient to reflect this kind of work. Passing the Praxis is to an education degree as reading a baseball box score is to actually going to the game. The actual time spent is essential to the experience of internalizing the learning.

Learning cannot flourish in classrooms guided merely by common sense, no matter how well meaning. We need teachers with *expert sense*, who design their classroom management, assessments and learning activities based on proven research and industry-established best practices. Why on earth - in the year 2016 - would we subject our children to pedagogical improvisation when expertise is well-established?

I came into the teaching profession twelve years ago via the Alternative Routes to Licensure program. Like too much of the public, I shared the naive assumption that teaching would be easy for anybody with an ounce of intelligence and enthusiasm. Everyone knows teaching is emotionally difficult, but I was slammed by its technical difficulty. I am ashamed at the malpractice to which I subjected my first students, even though I was both well-meaning and intelligent. Through ARL, I was asked to learn and study best practices formally through accredited university classes, but I improvised in the meantime and it wasn't pretty.

Fortunately, I was surrounded by caring colleagues who pointed me in good directions and pressured me to improve rapidly. I took my ARL classes seriously and worked hard to become technically proficient at the craft. It's an ongoing endeavor, trying to get better each year. But I know firsthand that to suddenly be in charge of a

classroom without any preparation is like being asked to land a plane without any training. When the stakes are high, common sense and a good attitude will not suffice. When students don't learn, they go on living, so it's hard to see and easy to ignore malpractice. But real damage is done to their present and future lives when students pass through unprofessional classrooms, especially when it happens often and continuously.

Surely there are many good people with the right personality and background to become successful teachers who did not pursue education degrees in college but, given the right training, could become excellent educators. There ought to be a non-traditional pathway into the profession that provides rigorous training, learning, mentoring, and guided experience to develop these talents into teachers. This pathway should be made attractive by being affordable and efficient. However, there ought to be high standards of baseline competencies demonstrated over time on paper and also in practice before getting keys to a classroom. APT, in spite of its name, skips that pathway almost entirely and puts improvising amateurs in front of children. It is true that we "learn by doing," and no credentialed educator is perfectly proficient, especially in the early years. But APT says, "Here is the stick and here is the throttle - go for it!" when the plane is already in flight *and loaded with passengers*.

If APT is a response to shortages of professionals, a more effective response is to make the profession more attractive: pay teachers more (even more than whatever you think is more...we aren't even close to a wage that will attract so many brilliant people away from engineering, medicine, law and business and into teaching); give teachers a realistic workload (17-23 students per classroom, depending on which research you are committed to); commit funds and time for ongoing teacher development towards progressive practices (such as moving away from multiple-guess style tests to demonstrate competency); commit funds to allow new teachers to work as apprentices (co-pilots) for a significant period rather than suddenly alone in charge of full classrooms; and establish policies that acknowledge the expertise and training required to be successful in this profession. APT, in contrast to these suggestions, unwittingly denigrates the profession, saying "any warm body can teach as long as they jump through the right hoops." Utah needs to raise its standards for teachers, not lower them. APT might get lucky with a few individuals and find gifted, natural teachers that land in supportive schools with good colleagues. But policies should never be built upon exceptions, and APT as a policy puts not-yet-competent candidates into our children's classrooms. Our children are deserving clients, not a proving ground for people dabbling with the idea of maybe becoming a teacher.

I have seen billboards where Governor Herbert claims that Utah is the best place to be in business. Wouldn't it be great if he could also say it's the best place to be in school!

Thank you for considering these comments.

Sincerely,  
Matthew Nagel  
Park City High School  
[mnagel@pcschoools.us](mailto:mnagel@pcschoools.us)

**From:** Lois Johnson [mailto:ljohnson@alpinedistrict.org]  
**Sent:** Tuesday, July 26, 2016 2:57 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT

I am a 31-year veteran teacher and proud to be a member of the greatest profession in the world. I am overwhelmingly concerned with this new APT proposed by the Utah State Board of Education and believe that it is not a solution to the shortage of teachers in our public schools. In addition, the real people who will be hurt by this short-sighted "solution" are Utah's children.

There is so much more to teaching than simply delivering content and information. Students learn in many different ways, and skilled teachers need to be able to employ various strategies and techniques to reach each student. For example, where are the APT "teachers" going to learn how to teach students who are not native speakers, who have learning disabilities, who lack the parental support at home to support what they learn at school, who are suffering with depression or any other serious conditions, or who face any number of challenges which affect their performance in a classroom? How will these APT "teachers" deal with the Essential Questions all educators address when they ask: 1) What do we expect students to learn? 2) How will we know what students have learned? 3) How do we respond to those students who aren't learning? and, 4) How do we respond to those students who are learning and can demonstrate mastery? To expect the APT "teacher" to learn on the job is absurd and does a tremendous disservice to the students in that "teacher's" classroom. Every student deserves a well-prepared, confident and caring teacher who can help our students develop their amazing talents and abilities. And it is laughable that it would be expected that experienced teachers who have spent their entire careers developing their own skills and materials would mentor these new APT "teachers" as they learn on the job, while they teach their own students in their classroom. In the end, it is the students who would suffer. Lowering the bar for those who enter our classrooms as teachers is the wrong direction to go. Since when did lower standards produce better results?

It is true that we face a shortage of qualified teachers. But the Utah State Board of Education has the duty and responsibility to find the root cause of the shortage, and then to address those causes with real solutions. Why is there a shortage? I believe the main reason is the lack of respect that teachers receive from the public, including public servants. The notion that "Anyone can teach" is insulting to those of us who have invested our very lives, money, and time in this profession. And yet, the APT proposal suggests that very short-sighted idea. This APT proposal is nothing but a band-aid placed over a gaping wound. If education is truly important in our state, then more needs to be done to provide teachers with a beginning and livable wage that is comparable to others who graduate and enter the work force right out of college. This should be the banner waved by the Utah State Board and should be the message that is delivered often and emphatically. You should be the most ardent advocates for public education. Utah is blessed with teachers who give so much of themselves to their profession, but who are often the ones who, in the end, are blamed, criticized, or just ignored.

APT is not a solution to the problem. It is like saying "He has a broken arm, so let's do brain surgery." It is the wrong solution for the problem. It will simply get a large influx of people into classrooms who may last 4 or 5 months, then quit because it is too hard for them, thus compounding the problem. Or it will become a stepping stone as they figure out what they really want to do for a career. In any case, the students of Utah will be denied the professional, prepared and dedicated teachers that they deserve.

It is my hope that the Board will reconsider this proposal and find other solutions. Please address the real cause of the shortage instead of applying a temporary and dangerous bandage.

Thank you.

Lois Johnson  
Lone Peak High School  
Highland, UT

**From:** [Stacy Stoker](#)  
**To:** [Stallings, Angie](#)  
**Subject:** Fwd: APT  
**Date:** Tuesday, July 26, 2016 2:51:29 PM

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----- Forwarded message -----

**From:** **Stacy Stoker** <[stacyjstoker@gmail.com](mailto:stacyjstoker@gmail.com)>  
**Date:** Tue, Jul 26, 2016 at 2:49 PM  
**Subject:** APT  
**To:** Linda Hansen <[Linda.Hansen@schools.utah.gov](mailto:Linda.Hansen@schools.utah.gov)>

Hi Linda,

I just wanted to quickly share a few of my thoughts with you about the Academic Pathways to Teaching legislation before the hearing this afternoon.

I appreciate the effort behind this legislation to recruit teachers, because it is true that our state is facing a serious teacher shortage. That being said, I do have concerns.

I feel like this is more of a bandaid than an actual solution. Teaching is complex and at times, really hard. I think we need to be looking at the reasons that teachers are leaving the profession and at why more college students aren't going into the profession. Then let's fix the cause of the problem.

I think the APT will short change both students and districts- two groups it is intended to help. One reason I think this is students won't be getting a teacher who has been trained in pedagogy, child development, or classroom management. That will not only hamper the children in that teacher's class, but it puts a big burden on mentor and team teachers, as well as administration, to train the APT. The time it will take to try and help an APT teacher be successful is huge. I also think it is unfair to do to the APT- the time he or she will have to invest to be successful might lead to burnout fairly quickly.

I also think that this alternative route to licensing simplifies the complexity of teaching. A successful teacher knows not only content, but pacing, communication skills, educational technology, developmental pathways to learning, management skills, organizational skills, and balances all this with 30 very different personalities all day long. Our kids not only have different personalities, but different levels of readiness for the content and different learning styles.

Our children need teachers who have not only chosen education as a career, but have invested the time to get the training and experience that are crucial for our children.

Thank you for your time and the work you do on our behalf,  
Stacy Stoker  
5th Grade Teacher  
Red Cliffs Elementary  
Juab School District  
[435-660-1948](tel:435-660-1948)

**From:** [Leslie Castle](#)  
**To:** [Board of Education](#)  
**Subject:** Fwd: New ARL  
**Date:** Tuesday, July 26, 2016 4:03:33 PM

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Board

----- Forwarded message -----

**From:** **Payne, Jason** <[paynej@ogdensd.org](mailto:paynej@ogdensd.org)>  
**Date:** Tuesday, July 26, 2016  
**Subject:** New ARL  
**To:** [lesliebrookscastle@gmail.com](mailto:lesliebrookscastle@gmail.com)

I wish I could attend the board hearing tonight and share my support of the new ARL. I for one, am very happy to hear of this new ARL. I taught seminary for the LDS Church for 18 years. I have a BS in Marketing, MPA, and EdD, all from the University of Utah. After 18 years as a religious educator my job was terminated due to my ex-wife and I getting a divorce. The LDS Church does not allow seminary teachers to keep their job while being divorced or going through a divorce. Needless to say it was extremely hard on my family. I did not want the divorce and I did not want to be fired, however I faced both at the same time.

I am an educator and want to continue my expertise in education. Due to the fact that I did not have a teaching license, I had to start as a year one educator, with a doctorate degree in education, and 18 years of high school teaching experience at my new job with Ogden School District. I'm grateful to Ogden for hiring me and giving me the chance to transition to public education and continue working with high school students.

The new ARL helps folks like me who want to work for the public system and work in education. It recognizes that paths change and people need alternate opportunities to ease that transition. When I share my experience with other people that have education and teaching experience they blatantly say they steered away from the public system because of the long and expensive licensing route they would have to endure. These folks had already been professionals, like me, in other fields and practices. I believe this new ARL opens the doors for more competition and transition for our educators to pursue. It gives the schools a chance to train and work with teachers allowing them to work towards their license.

I believe that students and teachers are the ones that give the most precious commodity we have to education, our time. We spend the time in the classroom. Overall teachers and folks wanting to become teachers, accept and value the new ARL. I was grateful and hope you continue to make changes that allow people access to education as a career. I also believe the new ARL can give more influence to local principals to offer positions and hire people for their school. It makes sense and I fully support it.

--

**Jason Payne**

GearUp/AVID Facilitator  
George Washington High School  
cell 801-645-6026

office 801-737-7438

**From:** [Joel](#)  
**To:** [Board of Education](#)  
**Subject:** Fwd: New ARL  
**Date:** Tuesday, July 26, 2016 5:09:48 PM

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FYI - sent to me from an old colleague. He asked me to forward this to all of you because he was out of town and could not attend the hearing.

Joel Coleman  
801-634-6251

Sent awkwardly from the tiny keypad pad on my iPhone

Begin forwarded message:

**From:** "Payne, Jason" <[paynej@ogdensd.org](mailto:paynej@ogdensd.org)>  
**Date:** July 26, 2016 at 4:00:30 PM MDT  
**To:** [joeljcoleman@gmail.com](mailto:joeljcoleman@gmail.com)  
**Subject:** New ARL

I wish I could attend the board hearing tonight and share my support of the new ARL. I for one, am very happy to hear of this new ARL. I taught seminary for the LDS Church for 18 years. I have a BS in Marketing, MPA, and EdD, all from the University of Utah. After 18 years as a religious educator my job was terminated due to my ex-wife and I getting a divorce. The LDS Church does not allow seminary teachers to keep their job while being divorced or going through a divorce. Needless to say it was extremely hard on my family. I did not want the divorce and I did not want to be fired, however I faced both at the same time.

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commodity we have to education, our time. We spend the time in the classroom. Overall teachers and folks wanting to become teachers, accept and value the new ARL. I was grateful and hope you continue to make changes that allow people access to education as a career. I also believe the new ARL can give more influence to local principals to offer positions and hire people for their school. It makes sense and I fully support it.

--

**Jason Payne**

GearUp/AVID Facilitator

George Washington High School

cell 801-645-6026

office 801-737-7438

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**From:** Gleave, Brittinie A  
**Sent:** Tuesday, July 26, 2016 6:17:14 PM  
**To:** Board Rule Comments  
**Subject:** One teacher's thoughts

I have been bothered by the announcement that certification could be bypassed, but it took me a minute to figure out why. Was it the tens of thousands of dollars I spent on a teaching Master's, or the disregard for teaching as a profession on its own? Probably a little of both, but more importantly, it's the chronic myopathy (both in hind and foresight) of educational decision makers. It's not as if similar solutions (ARL, TFA) haven't been tried. Attrition rates and student outcomes remain abysmal. Meanwhile, committed teachers who have pursued education as a career through traditional means (learning both content and method, as in other professions), are undermined again by dictum handed down as a bandaid with one hand as it continues to worsen the wound with the other. Well-intentioned, well-educated candidates may answer the call, but what will make them stay while so many others depart? And when they depart, what quick fix will be pronounced as a solution?

Other professionals undoubtedly offer valuable trade knowledge, but there is a gap in understanding how to teach that knowledge. If students were the tabulae rasae that we all dream of, it might be a brilliant solution. American students' slates, though, are filled with trauma; racial, socio-economic and physical/mental inequity; undermined teachers; overwhelmed parents, and a media-fueled culture of rebellion that has defined American youth for decades. They could give a s\*\*\* about expertise.

That is one side of the coin. The other consists of mandated horizontal and vertical collaboration and committee-ship; salary-determining, yet developmentally-inappropriate testing; planning and delivery of core standards through multi-tiered systems of support; and the never-ending navigation through skeletal remains of policy change after policy change that should have immediately produced systemic revolution, but were dropped the second they didn't.

Professionals from other walks of life are bound to balk at the expectations and lack of support and resources found within the field of education. Further, the "mentors" that will help these transplants through their first few years will most likely be teachers that are too busy dealing with all of the above to guide anyone else successfully through the process.

Routes to licensure should be more available, I agree, but they should be routes, not shortcuts or bypasses. It sounds conflicting, but I LOVE my job. I wouldn't trade it for any other. I am just fully convinced that without theory, preparation, and practice, I could not hack it, and would be among the departed.

I appreciate the outlet. Thank you,  
Brittinie Gleave, 1st grade teacher

Sent from my iPhone

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**From:** Ryan Tommer  
**Sent:** Tuesday, July 26, 2016 4:32:21 PM  
**To:** Board Rule Comments  
**Subject:** Commentary Against R277-511

My name is Ryan Tommer GEA/UEA member, and I am the instrumental music director at Eisenhower Junior High in the Granite School District. Let me tell you a story that shows the consequences of actions such as R277-511, but first we need a little background information. Before accepting the position I now teach in, Granite School District decided to eliminate the elementary music program as a regular part of the curriculum for elementary students. It went from a class taught by certified and trained educators and musicians to an optional after-school program, much like a club or other non-academic activity. To fulfill the need for some music instruction in the elementary schools, the district decided to contract with a third-party in the private sector to provide the means of instruction. This is when things started to get a little hairy.

What I am about to describe to you is what I fear may happen if licensure requirements are relaxed. The music store did the right thing at the beginning, they reached out to the junior high music teachers to see if they would be willing to teach. This would be the best thing as these teachers are already teaching beginners as a part of their regular instruction, and if you teach in an elementary school that feeds into you, that can help build your program. The problem is that very few teachers accepted, as we all know, teachers are busy people and many did not have time. I told the contractor that even though I did not have the time to teach two days a week after-school as the program mandated (I was a first-year teacher at the time) I did agree to be a substitute and fill in when a regular instructor could not be there.

Eventually the time came to begin instruction with this after-school program and the contractor had to fill the gaps somehow. This is when they started lowering their standards. They began accepting anyone with a musical background to teach. I did not realize the true extent of this until I came into the orchestra program that was being done after-school at Truman Elementary School. The class had started with a half-dozen beginning string players. By the time I came in at the end of the school year, they had gone through five instructors. Whether they left due to being overwhelmed or other issues, I do not know, but I, a certified teacher had to come in and save the day. In the final concert only two string players remained.

While I taught the strings, another teacher taught the band. He was a Master's degree student in trumpet performance at the University of Utah. He has great musical ability, and could play circles around me and I have been playing the trumpet for over a decade. What I saw in the teaching of the band quite frankly terrified me. There was no classroom discipline, the music literature chosen for the students had no pedagogical foundation, and the teaching methods were not appropriate for the grade level of the students at all. The students had little success in their final concert, and I felt so bad for them that they could not achieve more due to poor instruction. Was this because of the teacher's lack of musical knowledge? Of course not, but it was due to his

lack of training in taking the knowledge and presenting it in pedagogically appropriate ways, training that only comes from proper teacher licensure programs.

This anecdote is not a knock on this teacher as Masters programs do not accept those that don't know their stuff, but it is a sign of the potential problems that can come from loosening requirements to become a teacher. Those band students could have had their musical experience ruined by one bad teacher, and it could have turned them off to music for the rest of their lives. Now imagine that experience multiplied into the hundreds of Utah classrooms that need a teacher.

We should not let Utah's students be the guinea pigs for an experiment that has no impact on the real issues causing the Utah teacher shortage such as ballooning classroom sizes, shrinking budgets, poor pay, and all the problems that teachers bring up year after year in board meetings, legislative sessions and letters to the editor. I come to you today as an educator who is entering his third year of teaching. I am not a teaching guru, and I have made a lot of mistakes over the past two years as I hone my craft, but I have my training to fall back on, and lots of experienced and amazing co-workers who have made my job easier. Please do not do anything that can ruin a student's love and appreciation for learning, do not put a band-aid on the gaping and festering wound that is the teacher shortage in Utah, do not change licensing, rather focus on the bigger issues such as the ones I mentioned earlier. Making this change work is not easy, and it is tempting to take the easy way out and put a warm-body in the classroom, but Utah students and Utah's teachers deserve better, do the right thing, vote against R277-511.

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**From:** Lowell Oswald  
**Sent:** Tuesday, July 26, 2016 8:06:52 PM  
**To:** Board Rule Comments  
**Subject:** R277-511 Academic Pathway to Teaching

Dear Board Members:

As a parent, assistant professor at Westminster College, and former teacher and district administrator in the Davis School District, I'm alarmed by the Utah State Board of Education rule creating a new teacher license called the Academic Pathway to Teaching (APT). The rule lowers standards by allowing anyone with a bachelor's degree who passes a Praxis® subject test to immediately obtain a teaching license. Additionally, there is no designated timeline on which newly hired teachers under this rule need to complete the minimal requirements outlined in the rule.

I'm grateful our family physician received rigorous preparation and practice before actually diagnosing and treating patients with complex medical needs. Similarly, I'm grateful that our children's teachers received pedagogical and content knowledge, assessment and classroom management skills, and clinical preparation, among other important skill sets.

At Westminster College we work very hard to ensure our teacher candidates are prepared to effectively address the diverse needs of students in Utah public schools. Candidates are also more likely to be effective and to stay in the profession when their preparation experiences are connected to classroom practice (Boyd, Grossman, Lankford, Loeb, Wyckoff, & Urban, 2009; Ronfeldt & Reininger, 2012). An increased focus on effective preparation will improve retention and help address our current teacher shortage.

Practice-based opportunities that are coherent, sequenced, and scaffold student learning can help teacher candidates automatize their knowledge and skill for teaching prior to entering complex classroom settings. Carefully structured practice sequences, standard to educator preparation programs, allow novice candidates to develop skill fluency and decision-making abilities prior to entering settings in which mistakes can be costly. Teacher candidates need a seamless experience from preservice to inservice that is strategic, where knowledge and skills are gradually developed and internalized, and where candidates employ metacognitive strategies to continually reflect upon their experiences and grow in their practice (Benedict, Holdheide, Brownell, & Marshall, 2016).

Westminster teacher candidates receive high-quality practice opportunities in a classroom under the close supervision of a cooperating teacher before they can begin student teaching. They receive rigorous preparation through microteaching; case-based instruction; coursework-aligned, field based opportunities; video analysis; tutoring opportunities; and extensive coaching and feedback from faculty. These opportunities afford candidates opportunities to integrate both content and pedagogy acquired through coursework into instruction (Ericsson, 2014). More specifically, this means that the skills learned in coursework—for example, evidence-based instructional practice, are then actively practiced. To neglect this deliberate and strategic preparation process significantly compromises teacher effectiveness.

Students will be adversely affected by this rule. It will have an especially detrimental impact on our most vulnerable student populations—students with disabilities, English language learners, and students from low-income families. These students spend most of their school day in general education.

I urge you to oppose the APT rule for all the reasons discussed. Any actions you can take to help prevent the passage of this rule would be greatly appreciated. Addressing our teacher shortage requires a clearer understanding of the nature of the problem and more constructive, data-informed policy dialogue about it (Behrstock-Sherratt, 2016). The attached document provides additional insight about what policy leaders should know and do related to the teacher shortage issue.

Thank you for your support.

Sincerely,

Lowell

Lowell K. Oswald, Ph.D.  
Assistant Professor  
School of Education  
Westminster College  
801.832.2483

### References

- Behrstock-Sherratt, B. (2016). *Creating coherence in the teacher shortage debate: What policy leaders should know and do*. Education Policy Center.
- Benedict, A., Holdheide, L., Brownell, M., & Marshall, A. (2016). *Learning to teach: Practice-based preparation in teacher education*. Center on Great Teachers & Leaders.
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- Ericsson, K. A. (2014). *The road to excellence: The acquisition of expert performance in the arts and sciences, sports, and games*. Florence, KY: Psychology Press.
- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching? *Teaching and Teacher Education*, 28(8), 1091–1106.

**From:** Jullie and Matt Payne [mailto:5inprov@gmail.com]  
**Sent:** Tuesday, July 26, 2016 3:43 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Academic Pathway to Teaching

To Whom It May Concern:

As an educator in the state of Utah for 12 years, I am deeply concerned about the Academic Pathway to Teaching plan that has been proposed to solve the teacher shortage. Teaching is much more than a knowledge of a specific subject matter. Within the pre-service teaching programs, prospective educators are taught:

- how to *write* high quality, effective lessons
- how to *deliver* high quality, effective lessons with instructional techniques that maximize student learning
- classroom management techniques that provide positive learning climates for all students
- the laws and requirements associated with IEPs and 504s, etc
- how to assist with the unique needs of special needs students, including those with academic and/ or physical limitations

These are valuable lessons that educators need to receive in order to be most effective in providing a quality education to students in Utah. Who will teach these APT educators these important lessons? Is it the intention of the state to require our current educators to add pre-service teacher instruction to the list of their teaching responsibilities as they mentor APT educators that are ill-prepared for the full responsibilities of a classroom teacher? At a time when our state can not adequately retain teachers that *have* received this valuable pre-service instruction, why does the state believe that under-qualified educators are more likely to stay in the profession for an extended amount of time? The teacher retention problems in our state will not be solved with this band-aid solution that APT provides. As a very concerned Utah educator and UEA member, I urge you to please consider solutions that will fix the critical needs in Utah that most often pull educators away from the profession. These needs include: under-funded schools, over-worked and under-paid teachers that are overwhelmed by state mandates, and over-crowded classrooms. If our well-trained educators don't want to stay in education because of these problems, why would under-qualified, APT educators find them satisfactory?

I am a dedicated, hardworking Utah educator asking you to consider the long term needs of our state as we strive to educate the future generations.

Sincerely,  
Jullie Payne  
an educator in Cache County School District

## The Education Policy Center at American Institutes for Research (AIR)

provides rigorous research- and evidence-based perspectives on education issues spanning prekindergarten to careers, including reports, briefs, legislative guides, and our InformED blog—all written by AIR experts. Visit our site at [www.edupolicycenter.org](http://www.edupolicycenter.org) regularly for current information on how research and practice can provide much-needed evidence to inform your policy decisions.

### ABOUT THE AUTHOR



**Ellen Behrstock-Sherratt, Ph.D.**, is deputy director of the Center on Great Teachers and Leaders (GTL Center) at American Institutes for Research, where she supports states with efforts to ensure that all students have access to great teachers and principals. She led the launch of the GTL Center practitioner advisory group, the Equitable Access Toolkit, and the From Good to Great study of excellent teachers' perspectives on improving teacher effectiveness and coauthored two books, *Everyone at the Table: Engaging Teachers in Evaluation Reform* and *Improving Teacher Quality: A Guide for Education Leaders*, both published by Jossey-Bass. Dr. Behrstock-Sherratt also serves as president of the Board of Directors of the Teacher Salary Project. She earned her bachelor's degree in economics from Cornell University and her doctoral degree in education from the University of Oxford, where her dissertation focused on teacher shortages and teacher pay.

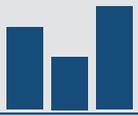
# CREATING COHERENCE in the TEACHER SHORTAGE DEBATE

## What Policy Leaders Should Know and Do



### THE ISSUE

Recent media attention to teacher shortages in all but three U.S. states has raised significant concerns about our public school system’s capability to staff all classrooms. Often, the problem is framed as “severe” or a “crisis.” Meanwhile, others discredit the issue as “overblown” or “mythical.” The fact remains—many districts have grave concerns about teacher shortages and their detrimental effect on student learning.



### THE RESEARCH

Despite a saturation of research about why teachers leave the profession and the policy interventions that might convince them to stay, remarkably little research details the nature of teacher shortages—that is, how teacher shortages have been measured and framed over time, and how policy leaders have addressed them and to what effect. What we do know is that teacher shortages have been of great policy concern for decades, perhaps centuries, but clear-cut data depicting the problem have been hard to come by. Increasingly, states are stepping up their efforts to gather teacher supply-and-demand data to assess the severity of teacher shortages in their districts. But past efforts to report these data have too often painted a muddled picture of little use in policy dialogues and targeted policy development.



### THE RECOMMENDATIONS

It’s time to take the national policy dialogue on teacher shortages to the next level—to bring together researchers, policy leaders, practitioners, teacher preparation programs, and other stakeholders to look afresh at old and new data, so future policy dialogues on the nature of teacher shortages can be better informed, and so more targeted and impactful interventions can be developed to rectify teacher shortages where they exist. This brief provides a roadmap for policy leaders to make that happen.



## THE ISSUE

### Introduction

Some things never change. In 1557, an English knight named Sir Thomas Elyot wrote this about the country's education of noblemen:

*The chief causes why in our time noble men are not as excellent in learning as they were in old times among the Romans and Greeks...are these: The pride, avarice, and negligence of parents, and the lack of sufficient masters or teachers.*

(Elyot, 1557, p. 36)

Still today, shortages of teachers and parental disengagement are lamented as the reasons schools are just not what they were in days gone by. The consensus is that teachers are the most important within-school factor affecting student achievement (Barber & Mourshed, 2007; Rivkin, Hanushek, & Kain, 2005; Rockoff, 2004). Yet U.S. student performance lags behind our international counterparts (Hanushek, Peterson, & Woessmann, 2014), suggesting that there are not enough sufficiently qualified teachers for all students. The recent policy focus on equity in education highlights how, lacking enough effective teachers for all, the most high-need students are systematically shortchanged (Glazerman & Max, 2011; Isenberg et al., 2013; Office for Civil Rights, 2014; Sass, Hannaway, Xu, Figlio, & Feng, 2012).

Since 2015, media reports of teacher shortages have appeared in nearly every U.S. state (with the exceptions of Kentucky, Virginia, and Vermont, and with only isolated concerns in Connecticut, Delaware, Maine, Massachusetts, and Tennessee). But is it just that people like to complain and media likes to sensationalize, or are the concerns about teacher shortages real? How can policymakers know?

To be sure, teacher shortages are not new in the U.S. public school system (see "Teacher Shortages of the Past"). Although some argue that the historical presence of teacher shortage concerns is cause for complacency (surely this cyclical issue will level out in time as others have), their recurrence also begs the question: Why over so many years have we not overcome this problem?

This brief's premise is that it may be precisely this lack of clarity about whether we have a teacher shortage or not that makes addressing the issue so challenging over the decades. To curb teacher shortages, policy leaders must navigate the teacher shortage rhetoric to (1) make the dialogue among policymakers and constituents more coherent; (2) improve access to meaningful teacher supply-and-demand data; and (3) if there are shortages, create an action plan to address them without delay.

## TEACHER SHORTAGES OF THE PAST

Although the present-day teacher shortages in the United States are often presumed to result from the past half-century's opening of women's career options beyond teaching and nursing, (see Cohen-Vogel & Herrington, 2005, p. 8; Rothstein, 1993) or waning interest in the profession (Brenneman, 2015), in fact teacher shortages have been a historically recurring topic of concern. For example:

- An American educational historian described Colonial school committeemen as having had to search “high and low for an adult who could read and write and who was willing to become schoolmaster” (Illinois Association of School Boards [IASB], 1982/2006).<sup>1</sup>
- In 1937, based on a review of 55 reports related to teacher supply and demand in the prior three years, it was concluded that “The upward trend in employment [since 1931] continued through 1935 and 1936, with a shortage of teachers beginning to appear in 1936 in several states.”
- In 1980, the outgoing Illinois State Superintendent of Education wrote, “Shortages of mathematics, science, and even English teachers have begun to appear” (IASB, 1980, p. 19).
- The seminal 1983 report *A Nation at Risk* noted:

Not enough of the academically able students are being attracted to teaching... Too many teachers are being drawn from the bottom quarter of graduating high school and college students... a serious shortage of teachers exists in key fields.... Despite widespread publicity about an overpopulation of teachers, severe shortages of certain kinds of teachers exist: in the fields of mathematics, science, and foreign languages; and among specialists in education for gifted and talented, language minority, and handicapped students. The shortage of teachers in mathematics and science is particularly severe. A 1981 survey of 45 States revealed shortages of mathematics teachers in 43 States, critical shortages of earth sciences teachers in 33 States, and of physics teachers everywhere. (National Commission on Excellence in Education, 1983, p. 20)

Clearly, although concerns about teacher shortages have gained recent renewed prominence, the issue of teacher shortages is not a new one.

<sup>1</sup> See also Knight (1929, p. 358), Knight (1952, p. 250), and Peterson (1971, p. 229 and p. 233).

## Lies, Damned Lies, and Teacher Shortage Statistics

Hundreds of news headlines take as given that there is a teacher shortage, or even a crisis in teacher supply, while more than a handful of articles question the assertion, with headlines like:

- ▶ [“Cries About the National Teacher Shortage Might Be Overblown”](#)
- ▶ [“Why People Think There’s a Teacher Shortage in Indiana and Why They’re Probably Wrong”](#)
- ▶ [“Looming ‘Teacher Shortage’ Appears Largely Mythical”](#)
- ▶ [“Is There Really a Teacher Shortage?”](#)

Amid the policy and media debates about whether there is a teacher shortage, the onus is on policy leaders to clarify the issue and help their peers and constituents understand *if, when, where, and why* teacher shortages are problematic. Without a clear, compelling, shared understanding of the problem’s nature, policymakers can’t muster the political

Without a clear, compelling, shared understanding of the problem’s nature, policymakers can’t muster the political will to address such an intractable issue.

will to address such an intractable issue. And if the problem is framed correctly, policy solutions can be targeted more precisely and will be more likely to succeed.

With the challenge of teacher shortages framed well, policymakers can enter into a more robust dialogue that is data-driven and solutions-oriented. Too often, teacher supply-and-demand reports, where they are even produced, are reviewed cursorily by a handful of state leaders. Rarely, if at all, do they undergird in-depth

dialogue among legislators, state education agency leaders, higher education, the business community, and others collaboratively interpreting the state of affairs and how best to make progress.

Sparking such a dialogue, however, requires navigating several common pitfalls that muddy and stall the conversation:

### **COMMON PITFALL 1 | Assuming there is a clear and simple answer as to whether there is a teacher shortage.**

How do you *know* if your state has a teacher shortage problem? It might seem obvious at first, but conceptualizing and defining a teacher shortage is not straightforward and can be defined differently by different policy leaders:

- ▶ Is it the number of vacancies, or is it the number of applications per vacancy?
- ▶ Is it the number of teachers needed to maintain pupil-teacher ratios, or should these be reevaluated?

- ▶ Is the number of anticipated retirees a meaningful indicator of future teacher shortages on its own?
- ▶ What if this number is matched by the number of preparation program enrollees or unemployed certified teachers? But what if the preparation program candidates are interested only in such surplus areas as elementary education, and the unemployed teachers aren't interested in returning to the classroom, or at least not in the areas where there are shortages?
- ▶ How bad is it really if teachers have only emergency credentials?
- ▶ What if district leaders are *telling* you there are shortages?
- ▶ Does it count more if such reporting is captured in a formal statewide survey of district human resource directors? Or if shortages are reported in October versus September versus August?

There is no direct measure of “teacher shortage,” but rather numerous indicators of it, each with its merits (see Table 1). Some capture whether classrooms are staffed with credentialed teachers, others capture only whether sufficient numbers of warm bodies are employed, and still others provide room to incorporate teacher effectiveness in the measure. Taking a holistic view of it all may at first seem reasonable. Yet, we can't forget that different measures of teacher shortage have resulted in wildly different depictions of the problem in the past (Behrstock-Sherratt, 2009).

**Table 1. Examples of Various Indicators of Teacher Shortage and the Different Stories They Tell**

Teacher Shortage Indicator	Considerations
Number of vacancies	Vacancies are easy to understand, but budget cuts (or teacher shortages themselves) may lead districts to reduce the number of classes offered, artificially reducing the measure of the shortage.
Number of applicants per vacancy	Applicant numbers provide some indicator of the pool districts can select from but say little about whether districts can fill their vacancies with sufficiently capable teachers. And, many districts do not track this information.
Pupil-teacher ratios	Pupil-teacher ratios necessarily rise with teacher shortages and so can usefully indicate trends over time. But without a clear benchmark for the <i>desired</i> ratio, this indicator does not clarify whether there is a shortage. Status quo pupil-teacher ratios have been used as the benchmark without consensus on whether the status quo is adequate. As such, pupil-teacher ratios aren't an accurate indicator of teacher shortage. Nor are they easy to disaggregate at the district level across subject areas. Overall numbers can mask teacher shortages or surpluses in particular areas.

Teacher Shortage Indicator	Considerations
Number of emergency certificates issued	In many states, emergency credentials can be issued only when a fully prepared teacher can't be found, so the prevalence of these certificates signals a teacher shortage. However, as an option of last resort, emergency certificates alone may not capture the full scope of a teacher shortage.
Number of preparation program enrollees	Preparation-program enrollment figures provide information about possible future teacher shortages (or surpluses) but could reflect changes in program admissions policies as much as interest in the profession. Because these programs may accept too many candidates in surplus areas or recruit too few in shortage areas, this number has only limited significance, particularly in light of evidence that many program completers never enter the teaching profession (Cowan et al., 2015). Also, without accompanying information on teacher attrition (see later), this number is of limited value, as there is less need for new teachers if current teachers stay put.
Number of (new) teachers certified	Newly certified teacher numbers provide a closer estimation of new teacher supply than program enrollees but don't reflect the fact that many certified teachers can't or won't teach in the subjects, grades, or locations where teachers are needed. On its own, this number does not indicate a teacher shortage (or surplus).
(Total) Number of teachers certified	As above, because many certified teachers can't or won't teach in the subjects, grades, or locations where teachers are needed, this number alone does not indicate a teacher shortage (or surplus) but does offer some useful context.
Number of teachers leaving the profession	Teacher attrition rates represent the flow of teachers in only one direction. If exiting teachers are easily replaced by new teachers, there is no teacher shortage, but there may be other problems.
Number of projected retirees	Same as above.
Perceptions of shortages by district superintendents or human resource directors	Perception surveys that calculate the percentage of district leaders who believe there is a shortage are easy to understand and can capture local and subject-specific information. But expectations among district leaders may vary, so there is a risk is that the more complacent district leaders' schools will appear to have fewer teacher shortages, and the least complacent more.

Source. Adapted from Behrstock-Sherratt (2009).

Numerous state legislatures have mandated the development of teacher supply-and-demand reports. In other states, task forces have funded them (see “Teacher Supply-and-Demand Reports”). Specifically, half of the U.S. states have produced detailed teacher supply-and-demand reports in the past 10 years. These go some way to addressing the previously mentioned issues and have the potential to go much further.

## TEACHER SUPPLY-AND-DEMAND REPORTS

In 2009, researchers at the Regional Educational Laboratory (REL) Midwest at American Institutes for Research studied the methodologies used by seven Midwestern states (Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, and Wisconsin) to monitor teacher supply and demand. Of these seven:

- Two states used only a single indicator of teacher shortage.
- Three states gathered data from multiple sources beyond state administrative data sets to enrich their understanding of the issue.
- Two states went beyond reporting past trends to project teacher demand (although others did project student enrollment or teacher retirements) (Lindsay, Wan, & Gossin-Wilson, 2009).

The report provides rich information on the advantages and disadvantages of investing in teacher supply-and-demand reports and the models and data sources used.

A sample of recent teacher supply-and-demand reports can be found here:

- Minnesota: (<http://archive.leg.state.mn.us/docs/2015/mandated/150084.pdf>)
- Alaska ([http://www.alaskateacher.org/supply\\_and\\_demand.php](http://www.alaskateacher.org/supply_and_demand.php))
- California (<http://www.ctc.ca.gov/commission/agendas/2015-04/2015-04-4D.pdf>)
- Illinois ([http://www.isbe.net/research/htmls/supply\\_and\\_demand.htm](http://www.isbe.net/research/htmls/supply_and_demand.htm))
- Ohio (<http://oerc.osu.edu/research/teacher-supply-and-demand-study>)
- Oklahoma (<http://www.okhighered.org/studies-reports/teach-supply>)
- Massachusetts (<http://www.air.org/sites/default/files/downloads/report/Massachusetts-Study-of-Teacher-Supply-and-Demand-December-2015.pdf>)

The reports vary in comprehensiveness and rigor, but several offer strong examples. The best take the highly complex data and boil down key findings to a digestible, actionable portrait.

Minnesota offers one model. Historically, its teacher supply-and-demand report was statutorily required, but was not seen as producing useful data and was not used. In 2012, the Minnesota Department of Education (MDE) asked REL Midwest to help redesign its study and report. REL Midwest staff carefully reviewed methods for studying teacher supply and demand, specific research questions of relevance in Minnesota, the available data, and the related statutory requirements. The team then analyzed the data to address the research questions and highlight key findings in their report. This new version of the Minnesota Teacher Supply and Demand report is regularly presented to the legislature and used both by the state and other organizations to inform such policy decisions as changes to the state's teacher licensure system, loan forgiveness policy, and strategies for ensuring equitable access to excellent educators. The report is recognized by statute as the data source to be used for decision making aimed at addressing teacher shortages.

## COMMON PITFALL 2 | A lack of consensus on the data that are indicative of teacher shortages.

What data would convince you that a teacher shortage was problematic enough to address or benign enough to ignore? Since addressing teacher shortages can be expensive, but not addressing them can be detrimental to students' ability to learn and succeed, what type of data would be compelling enough to sway your decision to invest in or ignore the issue? Would some combination of the indicators outlined in Table 1 cement the case for you? Too often in the policy dialogue, a single indicator of teacher shortage is offered, which on its own tells an incomplete story. By contrast, in more formal reports of teacher supply and demand, a laundry list of teacher shortage indicators is often presented without commentary on which are the most meaningful and relevant. The policy and research community must reach some consensus on this issue.

Besides building consensus around the ideal data needed to understand teacher shortages, more consideration must be given to what data are available and how they can be improved or built on to paint an accurate meaningful picture. According to the National Comprehensive Center for Teacher Quality (2007), "No U.S. state has particularly good data for tracking teacher supply and demand" (p. 6).

## COMMON PITFALL 3 | Imprecise characterization of "subject-specific shortages" or "geographically specific shortages."

Teacher shortages are typically considered as confined mainly to specific subject areas and specific geographic areas (Aragon, 2016; Malkus, Hoyer, Sparks, & Ralph, 2015). To be sure, understanding the subject areas where teacher shortages are most problematic is critical to effectively targeting policy solutions given resource constraints. But how many "subject areas" must be "shortage areas" before you would say the problem is no longer confined to only certain areas?

It is not unheard of that nearly every subject has been deemed a shortage area while the issue continued to be represented as a problem restricted to certain subject areas (Behrstock-Sherratt, 2009). For example, in 1986 the dean of one teacher preparation program noted, "Illinois is already suffering from a teacher shortage, especially in areas such as physics, chemistry, math, foreign language, and English," suggesting that the only core high school subject not affected by teacher shortage was social studies (Matulis, 1986, p. 19). The U.S. Department of Education requires states to report annually on their teacher shortages and publishes those reports in its *Teacher Shortage Areas Nationwide Listing*.<sup>2</sup> This report shows that in 2015 every state (except Pennsylvania) viewed some subject areas as teacher shortage areas, with the average state having

<sup>2</sup> Federal guidance on how to calculate teacher shortage areas is extremely limited: <http://www2.ed.gov/about/offices/list/ope/pol/tsa-checklist.html>

shortages in 10 subject areas (U.S. Department of Education, 2015). When do these “shortages in a few specific subject areas” start looking to you like “widespread shortages with the exception of a few specific subject areas”?

#### COMMON PITFALL 4 | The misuse of teacher shortage terminology.

Too often key teacher shortage terminology is misused. Using correct terminology clarifies conversation and can draw attention to distinctions in the nature of a teacher shortage, such as whether it stems more from teacher recruitment challenges or from a “leaky bucket” (Ingersoll, 2003a). (See “A Glossary of Teacher Shortage Terminology.”)

##### A GLOSSARY OF TEACHER SHORTAGE TERMINOLOGY

**Teacher shortage**—A situation where the teacher supply falls short of teacher demand

**Teacher supply**—The number of individuals willing and able to teach at prevailing wages and conditions

**New teacher supply**—The number of individuals willing and able to teach at prevailing wages and conditions who are newly certified each year

**Teacher demand**—The number of teachers that districts wish to employ at prevailing wages and conditions

**Teacher attrition**—The number or percentage of teachers who leave the profession in a given year (i.e., who exit from the teacher supply)

**Teacher movers or teacher mobility**—The number or percentage of teachers who leave a school or district to teach in another school or district

**Teacher turnover**—The rate at which teachers are replaced (due to teacher attrition or teacher mobility)

**Reserve pool**—The number of certified teachers not currently employed as teachers

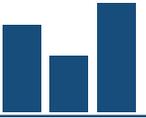
**Re-entrants**—Members of the reserve pool who regain their interest or ability to teach, thus rejoining the teacher supply

#### COMMON PITFALL 5 | The absence of teacher shortage goals or targets.

In the teacher shortage dialogue, the goal or target is often unclear. To expect zero vacancies, emergency certification, or attrition is unrealistic. But what level of shortage is acceptable or realistic? Likewise, how many applicants per vacancy, how many teacher preparation program enrollees, how many certified teachers, and how many pupils per teacher are needed for you to feel confident that all students will have access to the teachers they need?

On the issue of teacher retention, scholars have debated whether teacher attrition, estimated at 8 percent nationally, is a problem (DeAngelis & Presley, 2007; Goldring, Taie, Riddles, & Owens, 2014). This number is higher than teacher attrition in some other countries (less than 3 percent in Singapore and less than 1 percent in Finland) (Darling-Hammond & Rothman, 2011). But looking across countries or across professions in the United States, researchers find no definitive benchmark on employee attrition. What levels of teacher attrition are acceptable in your state? Which countries or jobs make for the most meaningful comparisons, or does data need to be gathered on how disruptive and costly turnover really is?

Clearly, identifying and communicating about teacher shortages is a complex and nuanced endeavor. The temptation to launch into discussions about resolving teacher shortages through teacher recruitment, retention, or support initiatives must be resisted until a shared and accurate understanding of what the shortage is emerges. Yet waiting until the perfect data on teacher shortages appear may be too late.



## THE RESEARCH

The literature is saturated with studies about teacher retention and how to improve it, but remarkably little research has explored the more fundamental questions of how to define and measure teacher shortages, and how policymakers ought to use teacher shortage data trends to inform their decisions (Behrstock-Sherratt, 2009). According to Ingersoll and Perda (2009, p. 4): “Researchers have rarely specified how to evaluate whether teacher supply and demand are, or are not, in balance and how to empirically determine at what point teacher supply is, or is not, sufficient to meet the demand for teachers.” The challenge of teacher shortages thus seems to be fully understanding the problem.

Attempts to empirically track teacher supply and demand have taken place for nearly a century. Throughout the 1930s, 1940s, and early 1950s, the National Commission on Teacher Education and Professional Standards funded annual reviews of published state policy and research reports, with the goal of providing “a backdrop against which trends may be seen, comparisons may be made, progress measured, and a sharper view of unsolved problems obtained” (Maul, 1951).

Although the topic of study is not new, researchers have pointed out the paucity of high-quality teacher shortage data since the 1980s.

- ▶ In 1987, Rumberger noted, “There is a widespread belief that the United States currently suffers from shortages of teachers...although there is little concrete information on the exact nature and severity of teacher shortages” (p. 389).

- ▶ In 1991, the National Center for Education Statistics sponsored a national Conference on Teacher Supply, Demand, and Quality to update our national understanding of the issue, establish an agenda for future work, and provide policymakers with useful, actionable data. The then-Assistant Secretary for Educational Research and Improvement at the U.S. Department of Education wrote, “This field still is very much in its infancy. As seen in the papers presented at this conference, debate continues over such basic issues as what to measure, how to measure it, and even when to measure it” (Boe & Gilford, 1992, p. 3).
- ▶ More recently, Murphy et al. (2003) concluded that “a significant gap...remains in the teacher supply/demand data. It is still not possible to estimate the absolute magnitude of the shortage with any confidence” (p. 10).

The United States is not alone in its teacher shortage challenges (see “Teacher Shortages Around the Globe”), and the challenge of accurately identifying them is similarly noted by researchers overseas. In the United Kingdom, one leading scholar noted in 2002 that “In spite of the deepening crisis [in teacher supply]..., few of the policies developed are based on any secure evidence. Indeed, remarkably little research has been carried out into these matters over the years” (Menter, 2002, p. 3).

## TEACHER SHORTAGES AROUND THE GLOBE

Teacher shortages today are described by media worldwide. And, according to the World Economic Forum, as many as 74 countries are facing teacher shortages (Myers, 2015). In many ways, the shortages in other countries resemble our own, but scratching beneath the surface, we see in other countries different versions of our teacher shortage problems that offer some perspective as we tackle the issue domestically:

- **Ensuring disadvantaged students have equitable access to teachers is a problem worldwide.** In the United States, the [2015 State Plans to Ensure Equitable Access to Excellent Educators](#) highlighted how students from poor and minority backgrounds are shortchanged in their access to effective teachers. According to an [Organisation for Economic Co-operation and Development study of 64 countries](#), teacher shortages are more prevalent in disadvantaged schools than in advantaged schools in 30 countries. The greatest gaps in students’ access to teachers were found in countries spanning five continents: Australia and New Zealand; Ireland, Serbia, Sweden, the Czech Republic, and the Slovak Republic; Chinese Taipei, Indonesia, Shanghai-China, Turkey, and Vietnam; Brazil, Chile, Peru, and Uruguay; and Mexico and the United States.
- **The mathematics and science teacher shortage felt in the United States, not surprisingly, spans the globe.** In [New Zealand](#), mathematics teacher recruitment is described as “hopeless,” with physical education teachers are taking on mathematics

assignments. In [Germany](#), there are nationwide shortages in mathematics, chemistry, physics, English and music, with the science, technology, engineering, and mathematics (STEM) fields seen as most critical. Mathematics teacher shortages are reported in [Iraq](#) and science teacher shortages in [Togo](#).

- **As in the United States, foreign language teachers are in particularly short supply abroad; but unlike in the United States, it is either English that is the problem or a large range of languages we do not teach.** In [Taiwan](#), a new requirement to incorporate Southeast Asian languages into the curriculum has meant a “significant” shortage of teachers of Khmer, Filipino, and Malaysian (they have Vietnamese, Indonesian, Thai, and Burmese covered). In Sweden, a law requiring every student have a teacher who speaks his or her same language has led to a massive foreign language teacher shortage with the influx of refugee children from many lands. In [Cuba](#), [Iraq](#), [Germany](#), [Sri Lanka](#), and elsewhere, English is among the shortage areas.
- **The rural teacher shortage is just as bad, or worse, elsewhere.** The United States is joined by [Sri Lanka](#), [Eastern Europe](#), [China](#), [Togo](#), and others in facing a rural teacher shortage. In all, less access to accommodation, transportation, lower salaries, and fewer school and social amenities are at fault. But far worse troubles, from lack of access to [safe drinking water](#) to pronounced differences in [educational expectations](#) to [personal safety concerns](#) (the same safety concerns that keep students coming to these schools), are in play. In [Malawi](#), where each teacher is assigned a post but can be relocated to accommodate a spouse’s job, female teachers reportedly look for city men as marriage partners to avoid having to work in rural schools.
- **What shortages are unique to the United States? Male and minority teachers.** Although the recruitment of minority teachers is perhaps the main point in most domestic discourse on teacher supply, the global media does not suggest a minority teacher shortage abroad. Recruiting more male teachers is of concern only in [China](#). But there the need for male teacher role models is framed very differently, with the media reporting a need to “make boys men,” “salvage masculinity in schools,” teach “assertiveness, courage, and sacrifice,” and “reinforce traditional gender roles and values in the classroom.” And the financial bonuses given to support male teacher recruitment have not gone down well with women. African countries, in contrast, have a shortage of female teachers, even though, according to [UNESCO](#), having fewer female teachers translates to fewer girls attending school in countries where access to education for girls is already limited.

What we do know from research is that:

- ▶ Teacher shortages have never been manifest across-the-board, in all schools and subjects but rather are unevenly distributed, plaguing certain students, schools, and subjects while elementary grade and other “surplus-area” teachers remain unemployed. Science, mathematics, special education, foreign languages, urban,

rural, high-poverty, high-minority, and low-achieving schools are where teacher shortages are most prevalent (Cowan et al., 2015; Ingersoll & Perda, 2009). Because they are most problematic in high-need schools, teacher shortages become not just an educational issue, but also an equity issue.

- ▶ There is a “revolving door” through which large numbers of teachers are entering but far smaller numbers are retained (Ingersoll, 1997, 2002, 2003a, 2003b; Darling-Hammond, 2000, 2007b; and Darling-Hammond & Sykes, 2003).
- ▶ Although the number of education degrees earned declined from around 1986 to 2010, this number has steadily increased and remains high in comparison to several decades ago; education degrees focused in STEM and special education, however, have remained flat (Cowan et al., 2015).
- ▶ Since the 1980s, only about half of the education degree earners have been employed as teachers (Cowan et al., 2015).

A [2016 brief from the Education Commission of the States](#) details the findings and policy recommendations that emerged from the 11 states that created teacher shortage task forces or working groups since 2015. The author further suggests that because teacher shortages within a state are impacted by the unique education policies that govern that state, a national approach to addressing the issue is unlikely to succeed (Education Commission of the States, 2016).

However, the administrative data sets and surveys that inform the research do not fully capture the teacher supply-and-demand story. For example, numerous states do not systematically collect data about district leaders’ perceptions of teacher shortages or perceptions of the types of teachers in short supply (e.g., teachers with specific subject expertise or other skills or dispositions, and teachers representing diverse backgrounds). Moreover, missing from any analysis to date are such factors as:

- ▶ **Interest in the reserve pool of former teachers to re-enter the classroom.** Are large portions of “teachers” currently unemployed or employed in other fields seeking teaching positions, or have they turned their backs to the profession?
- ▶ **Interest among education degree earners (or other college students) in becoming teachers.** Are these prospective teachers really set on pursuing a career in the field? And are they willing and able to teach in the schools where they are needed?
- ▶ **Interest among high school students in entering the teaching profession.** Are students turning their back to teaching as early as high school? What attracts or repels young talent from teaching in the earliest stages of navigating their career options?

## TEACHER SHORTAGE PREDICTOR TOOLS

### At a Glance: Projecting Teacher Shortages in Missouri and Arkansas

In 2014, the Missouri Department of Elementary and Secondary Education, collaborating with the Central Comprehensive Center, Regional Educational Laboratory Central, and Center on Great Teachers and Leaders (GTL Center), began developing a teacher shortage predictor tool. This tool is intended to provide districts with useful information to address predicted shortages—before they become problems. Such a tool can guide prospective candidates to subject and geographic areas where the most jobs are, guide teacher preparation programs to make more strategic admissions choices, and help target resource investments and policy interventions.

In 2015, the Arkansas Department of Education, in collaboration with the South-Central Comprehensive Center and the GTL Center, followed suit. Together, they engaged districts, educator preparation programs, educators, professional associations, and the business and civic communities in developing their own teacher shortage predictor tools. This critical first step gained broad-based support and increased the likelihood that stakeholders would use the new data on teacher shortages.

To discover the facts and set the course, each state’s policy and educational leaders must put on their research hats and collaboratively address the questions raised here.

## THE RECOMMENDATIONS

To overcome the teacher shortage pitfalls described here, legislative leaders must take their states’ policy dialogue and policy-generation to the next level. Here are three suggestions for doing that formally and informally:

1. **Kickstart collaborative, constructive, data-informed policy dialogues to obtain consensus on the problem and the possible solutions.** This approach might include:
  - Cross-state dialogue among policymakers
  - Within-state dialogue among teacher leaders, school leaders, district leaders, higher education and researchers, parents, civic and business leaders, and policy leaders
  - Local dialogues within regions or districts struggling with teacher shortages, including conversations connecting district leaders with feeder preparation program leaders to encourage a better match between the supply of new



teachers and districts' demand for teachers in, say, certain subjects or with specific skills and abilities

- Informal dialogues within the legislative community and with constituents

Rather than endlessly debating the issue, examine the data and collaboratively chart a path forward in each state, keeping in mind those common pitfalls:

- The assumption that there is a clear and simple answer as to whether there is a teacher shortage or not
- The lack of consensus on the data that truly are indicative of teacher shortages
- The imprecise characterization of subject- or location-specific shortages
- The misuse of teacher shortage terminology
- The absence of teacher shortage goals or targets

Here is how to start this conversation:

**Step 1:** Invite participants representing all key stakeholder groups to join a teacher-shortage leadership team or task force and schedule meetings that include state education agency data chiefs who can speak to the availability and format of the teacher shortage indicators to be discussed.

**Step 2:** At the first meeting, review your state's teacher supply-and-demand report—or another state's if you don't have one. What are the key takeaways? What information seems confusing? What questions are not answered?

**Step 3:** Review the teacher-shortage indicators and related considerations in Table 1. Which are available in your state? Which mean the most to various leaders in your state?

**Step 4:** After selecting one or several key indicators that interest your state's teacher shortage leadership team, consensually decide on a realistic goal—Eliminating all teacher shortages? Having a vacancy rate of 1 percent? If 25 percent of district superintendents report medium-to-severe shortages in one or two subjects, is that acceptable? Recognizing that every labor market is imperfect, determine the scale of teacher shortage that is palatable in your state.

**Step 5:** Create a new or strengthened teacher supply-and-demand report (see Recommendation 2), allowing as much as six months or even more for the task and continually reconvening the group to review this report and discuss how to strengthen it, how to share it with other key decision makers, and how to best act upon the findings (see Recommendation 3).

2. **Support rigorous and usable teacher supply-and-demand studies.** These data can be used to inform, cross-check, or triangulate the dialogues noted previously. Many legislatures already require annual or biannual teacher supply-and-demand reports, but even in these cases, policy leaders can strengthen decision making around teacher shortages by:

- Adequately funding the teacher supply-and-demand report. Though not explicitly referenced under the Every Student Succeeds Act's allowable uses of funds for supporting effective instruction, such reports might be an allowable use of funds under Title IIA.<sup>3</sup>
- Incorporating a statewide survey of district leaders' perceptions of teacher shortages could lead to location- and subject-specific shortage information that also captures the *quality* of the applicant pool.
- Looking within and across state teacher-tracking systems might enable your state to dig deeper into such issues as where teachers are recruited from and where they go when they leave.
- Providing report authors with detailed specifications on the data and level of detail to include following the guidance in this brief.

3. **Don't wait for the perfect data to begin to resolve teacher shortages.** Data access and data quality are critical, and policy leaders and state education agency staff need to know *what* data are available, *where* the data are housed, *who* has access to the data, and *how* interested parties can access the data and help improve state-level data access. The best policy solutions will emerge when high-quality teacher shortage data are combined with coherent policy dialogue; these goals should be pursued alongside immediate policy action, where compelling evidence shows that student learning is at stake. To develop the best policy solutions:

- **Review the research.** Numerous resources provide research-based guidance on policies aimed at reducing teacher shortages (see "Reviewing the Research on Solutions to Teacher Shortages").
- **Take a comprehensive talent development approach.** Rather than seek a silver bullet to resolve teacher shortages, consider innovative approaches to looking across the policy spectrum and addressing the multiple critical policies, from recruitment and preparation to evaluation and retention (see "A Comprehensive Talent Development Framework").

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<sup>3</sup> Specifically, Title II(A)(Sec. 2101(c)(4)(B)(v) allows for federal funds to be used for "Developing, improving, and implementing mechanisms to assist local educational agencies and schools in effectively recruiting and retaining teachers, principals, or other school leaders who are effective in improving student academic achievement, including effective teachers from underrepresented minority groups and teachers with disabilities."

- **Conduct a root-cause analysis.** The Carnegie Foundation for the Advancement of Teaching’s root-cause analysis approach helps policy leaders and stakeholders identify the reasons behind teacher shortages, and target policy solutions accordingly (see “A Root-Cause Analysis”).
- **Engage teachers broadly.** Teachers are perhaps best positioned to offer guidance on the types of policy solutions most likely to reduce teacher shortages and the best ways to implement these policies. One promising approach to engaging a wide spectrum of teachers in the dialogue is *Everyone at the Table* (see “*Everyone at the Table*”).

Finally, a national task force on teacher shortages could jumpstart the process of exploring the issues described here. This task force would provide guidance to state leaders on the merits of various teacher shortage measures, best practices for collecting and analyzing the data, proposed shared definitions and protocols for making cross-state comparisons, and the research base on lessons learned from experiments aimed at resolving teacher shortages of various types.

Decades of debate haven’t ended teacher shortages. Clearly, addressing shortages where they exist requires a clearer understanding of the nature of the problem and more constructive, data-informed policy dialogue about it. Although accurately identifying teacher shortages is a complex endeavor, it is within reach if policy leaders take steps to build our collective knowledge base and reshape the conversation.

## REVIEWING THE RESEARCH ON SOLUTIONS TO TEACHER SHORTAGES

These resources provide guidance on policy solutions that address teacher shortages:

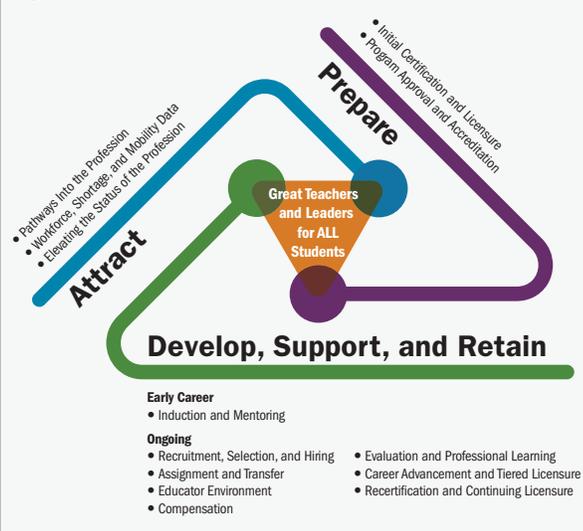
- The GTL Center’s [Innovation Station](#) provides cutting-edge information, tools, and resources related to recruiting and selecting, retaining, rewarding, and extending the reach of effective teachers and school leaders.
- [Public Impact](#) provides resources on recruiting, selecting, and retaining teachers, including resources on building an “opportunity culture” that extends the most effective teachers’ reach.
- Education Commission of the States brief series [Teacher Shortages: What We Know](#) examines state approaches to address teacher shortages through:
  1. Alternative certification
  2. Financial incentives
  3. Induction and mentorship
  4. Evaluation and feedback
  5. Teacher leadership

## A COMPREHENSIVE TALENT DEVELOPMENT FRAMEWORK

Growing in prominence in recent years are human capital management systems approaches to addressing teacher shortages and teacher quality. Also known as talent development frameworks, these approaches help states coordinate and align their teacher and principal policies and use policy gap analysis to ensure that the full spectrum of policy issues are addressed. The GTL Center offers an example of a talent development framework. The policy areas addressed in this framework are represented in Figure 1 (see [http://www.gtlcenter.org/sites/default/files/14-2591\\_GTL\\_Talent\\_Development\\_Framework-ed\\_110714.pdf](http://www.gtlcenter.org/sites/default/files/14-2591_GTL_Talent_Development_Framework-ed_110714.pdf)).

White (2016) provides a review of various other human capital management frameworks in education (see [http://ierc.education/wp-content/uploads/2016/02/2016-1\\_Laboratories\\_of\\_Reform.pdf](http://ierc.education/wp-content/uploads/2016/02/2016-1_Laboratories_of_Reform.pdf), pp. 9–11).

Figure 1. A Comprehensive Talent Development Framework



## A ROOT-CAUSE ANALYSIS

When addressing teacher shortages, it is easy to jump straight to policy solutions before fully understanding the reasons *behind* the teacher shortage. Conducting a root-cause analysis is one way to ensure that the solutions are targeted the real reason behind the problem. Developed by the Carnegie Institute for the Advancement of Teaching, a root-cause analysis involves iteratively asking the question “why” a problem exists until a comprehensive set of root causes emerge. Ideally, root-cause analysis takes place with stakeholders and data on hand. A tool for conducting root-cause analyses can be found at <http://www.gtlcenter.org/learning-hub/equitable-access-toolkit/root-cause-analysis-workbook>.

## EVERYONE AT THE TABLE

Addressing teacher shortages can result in heated dialogue or even acrimonious debate. Neither leads to optimal policy solutions, and either can dissuade policy leaders from engaging new stakeholders. The *Everyone at the Table* approach engages teachers and other stakeholders on hot-button teacher-quality policy issues in a structured, constructive, and solutions-oriented manner. It can involve numerous participants but doesn’t require policy leaders themselves to hold dozens or hundreds of meetings. More information about *Everyone at the Table* is at <http://www.everyoneatthetable.org>.

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**[www.air.org](http://www.air.org)**  
**<http://educationpolicy.air.org>**

**From:** Misty James [mailto:misty.m.james@gmail.com]  
**Sent:** Tuesday, July 26, 2016 9:41 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** R277-511

I am writing with strong OPPOSITION to R277-511.

I am a 6th grade teacher in Granite School District. I hold an undergrad Elementary Ed degree, a Curriculum & Instruction master's, and multiple subject endorsements. The licensing rule change bill is a direct insult to all professional teachers who have worked so hard to perfect our practice. I work in a Title 1 school with students who are most in need of a great teacher. I would not choose to work at any other school because I am passionate about helping our students who do not have personal advocates for the best education possible. I assure you that putting under-trained teachers with no classroom experience in front of these students is sure to be a disaster.

I have mentored two different student teachers who graduated from the University of Utah. They became great teachers because they worked with me directly in my classroom. The mentor teacher was not across the hall, or on the other side of the building. We co-taught, modeled together, discussed during every recess and lunch, and because of this relationship, they were able to become very successful. Mentor teachers as outlined in this bill will not have the opportunity to have this direct of an impact on new teachers without classroom experience.

I urge you to reconsider the bill and think of the students who will suffer.

Retaining great teachers is what the real problem is. Making the profession appealing enough that colleges and universities will turn out large numbers of qualified graduates again is what needs to be addressed.

Again, the level of disrespect this bill carries is appalling. It is becoming harder and harder to get excited about a new school year each year, knowing that there is opposition and lack of support on every front, knowing that the Board that represents me thinks that just anyone can do my job effectively.

Misty James  
Granite School District  
GEA member

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**From:** Blair Bateman [mailto:Blair\_Bateman@byu.edu]

**Sent:** Tuesday, July 26, 2016 10:03 PM

**To:** Austin, Lorraine <lorraine.austin@schools.utah.gov>; Board Rule Comments <rule.comments@schools.utah.gov>

**Subject:** Comments from Utah Foreign Language Association on APT

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Dr. Blair Bateman  
Associate Professor of Spanish and Portuguese Pedagogy  
Department of Spanish and Portuguese  
3190 JFSB  
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As world language teachers and teacher educators belonging to the Utah Foreign Language Association, we appreciate this opportunity to express our concerns to the Board regarding the proposed Academic Pathway to Teaching. We would like to briefly address four areas of concern, regarding the policy's potential impact on (1) student learning, (2) mentor teachers, (3) teacher education programs, and (4) the state's world language and dual language immersion programs.

**Impact on student learning:** Large-scale studies and meta-studies have repeatedly found significant relationships between teacher preparation and student achievement. For example, one 50-state study found that “measures of teacher preparation and certification are by far the strongest correlates of student achievement in reading and mathematics,” as measured by NAEP scores (Darling-Hammond, 2000). Of course, there exist many different routes to teacher licensure, which vary greatly in both quantity of hours and quality, but in general, research has shown that the better the preparation that teachers have *before entering the classroom*, the more their students learn (see, for example, <http://epaa.asu.edu/ojs/article/view/392/515>; [http://www.jstor.org/stable/3594491?seq=1#page\\_scan\\_tab\\_contents](http://www.jstor.org/stable/3594491?seq=1#page_scan_tab_contents)).

In light of this large body of research, UFLA is concerned by the high likelihood that learning outcomes among students who are taught by APT candidates with no teaching certification, no prior preparation, and no classroom experience, may suffer.

**Impact on mentor teachers:** Teacher candidates face an exceptionally steep learning curve. Expectations of teachers include applying state and local curriculum guidelines; planning units and lessons delivering instruction that is effective, engaging and age-appropriate; assessing student learning; communicating with parents and other stakeholders; and providing appropriate accommodations for students with physical and learning disabilities and for English language learners. Inasmuch as APT candidates are not required to demonstrate preparation in any of these areas before entering the classroom, presumably it would fall to mentor teachers to provide such preparation, which would demand a considerable time commitment. UFLA is concerned that this would detract significantly from mentor teachers' ability to attend to the needs of their own students. In addition, mentor teachers for APT candidates would not be able to mentor student teachers from teacher education programs for up to three years; thus, during the time they could be mentoring up to three student teachers (assuming one per year), they would only be able to mentor one APT candidate.

**Impact on teacher education programs:** Teacher education programs at Utah colleges and universities are already seeing decreased enrollments, partly due to a previous Board rule, R277-502, implemented in August 2014, which among other things requires students admitted to teaching majors to have a high school/college GPA of 3.0 and meet certain threshold scores on the ACT or SAT. In the two years since this rule was implemented, Utah universities have had to turn away dozens, perhaps hundreds, of otherwise-qualified applicants to teaching majors who missed the SAT or ACT cutoff score by a point or two, or the GPA requirement by a tenth of a point or two. Now, the proposed APT would allow non-traditional candidates to bypass nearly all of those rigorous requirements. In other words, after imposing some of the most rigorous standards in the nation for admission to traditional teacher education programs, the Board is proposing what may well be the lowest standards in the nation for admission to this alternate pathway to licensure. The considerable gap between these two very different sets of expectations

has left the state's teacher educators feeling alarmed and frustrated, and may put them in the difficult position of having to explain to their students, who have invested up to six years and many thousands of dollars in preparation to become teachers, that these students cannot be placed with some of state's best mentor teachers, as these teachers have already been assigned as long-term mentors to candidates who have demonstrated a much lower level of commitment to teaching.

UFLA is certainly not suggesting that traditional teacher education programs are the only route to effective teaching. However, the state already offers an Alternate Route to Licensure, as well as recognizing certification through the American Board for Certification of Teacher Excellence, both of which allow non-traditional candidates to make career changes to enter the teaching profession, while still requiring them to demonstrate a degree of commitment to professional development as teachers before entering the classroom. In contrast, the proposed Academic Pathway to Licensure asks almost nothing of candidates in the way of preparation for and commitment to teaching, beyond taking a Praxis exam and completing an ethics review.

**Impact on foreign language programs:** In order to earn a World Language Endorsement, Utah currently requires traditional and ARL candidates to demonstrate fluency in the language they plan to teach. For secondary-level foreign language teachers, the state requires an oral proficiency rating of Advanced Low, which is higher than many other states; for dual language immersion teachers, the requirement is Advanced Mid. UFLA is particularly concerned about the potential impact of the proposed APT on the state's dual language immersion programs, which up until now have been the envy of the nation. Utah has been a national leader as the first state to offer a specific endorsement for immersion teachers, including course work in foundations of dual language education, content-based instruction and assessment, and teaching initial literacy in two languages. The proposed APT, as currently worded, would allow candidates to bypass virtually all of these requirements (including the oral proficiency requirement, as the Praxis contains no oral component), potentially jeopardizing Utah's status as a leader in immersion education.

In summary, we as UFLA members are concerned that the proposed APT may serve as an open invitation to individuals who merely want to try their hand at teaching without making any commitment to professional preparation before entering the classroom or to remaining in the profession. In contrast, UFLA believes that Utah needs teachers who are committed to investing in the necessary preparation and to stay in the profession over the years that it takes to become effective teachers, mentors, and leaders in the field. Utah's students deserve no less.

**From:** Robin Bailey [mailto:robinfbaily@msn.com]  
**Sent:** Wednesday, July 27, 2016 10:42 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Alternative Pathway to Teaching (R 277-511)

I am writing to oppose Alternative Pathway to Teaching (R 277-511). I am currently an elementary school teacher and have been for 10 years. I joined the profession a bit differently than most. I did get a bachelor's degree in another field and decided it was not my passion. I went back to school and earned a second bachelor's degree in order to become a teacher. Do I think I would have been ready to step into a classroom and do what I do after simply the first degree? Absolutely not! I "learned" how to teach while receiving that second degree. Did I already know the material? Absolutely! I teach fourth grade. But knowing the material and knowing how to teach the material are two very different things. I have parents come to meet with me asking how to help their kids. It is not because they don't know fourth grade material, it is because they don't know how to teach fourth grade material in a way that would make sense. More important than pedagogy, would be the classroom management I learned. You show me a good teacher and I know I will see good management. This comes from years of watching, observing, and practicing in a classroom with skilled professors and actual classroom teachers with experience.

This is the first letter I have ever written to the board, but I felt this needed to be said. I hear things like, "teacher's have the toughest job in the world," and you know what, it can be hard. Coming in with no experience in teaching isn't going to make it any easier. I read that U of U is doing a study to find out why 2 in 5 public-school teachers are leaving the profession, I'll tell you. You are asking too much. And now you want teachers to not only teach their students, but teach teachers how to teach. Your teacher's already do not feel valued. This may push some great teachers over the edge. I feel the APT rule will make the old adage, "those who can't, teach" true. You can't make it in the field you go your degree in, teach. If teacher's don't feel valued now, just imagine how we will feel when "anyone can do it."

I am a professional. I have professional training and am highly skilled in my field. I don't assume that because I have a college degree and know something about something, I can do a job. Please don't assume that just anyone can do my job. I, and my profession, deserve respect. This was a career choice that took years of specialized training. Please treat it as such.

Robin Bailey  
Classroom Teacher  
Box Elder School District

**From:** Matthew Ence [mailto:matthew.ence@gmail.com]  
**Sent:** Wednesday, July 27, 2016 12:31 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Academic Pathways to Teaching (APT) R277-511

Dear Utah State Board of Education,

I know you have received countless emails and letters with comments for and against the implementation of the new APT rule. For what it's worth, I feel compelled to join the conversation.

I am coming to the end of a 21-year career in the military. As I do so, I look forward with excitement to beginning a second career. I have a variety of options available to me, but it is the desire of my heart, and has been for years, to teach.

I have a Bachelor's degree in International Relations, a Masters in Middle East Studies. I speak three languages. I have spent 20 years as an intelligence officer teaching students that include 18-year old airmen and 50-year old generals and everyone in between in subjects that range from world history to economics to world religions to geography to politics. I have volunteered countless hours since I was a college student in my own children's schools to teach and share my knowledge. On top of all of that, I am willing to take a 65% pay cut to follow the desire of my heart and serve my community.

We have all heard over and over the strident declarations through the years that our education system is in crisis. I want to do something about it. I am stepping forward and asking to be allowed the privilege to teach.

So you can imagine my discouragement when I'm told over and over that, in essence, my experience and education and desire are less important than checking the boxes that others who have followed the more traditional path to becoming a teacher say I need to check.

I am not claiming to be a perfectly qualified teacher. But neither is any entry-level professional. I am perfectly willing to acquire the skills necessary to become a master teacher, in fact I am eager to do so. What individual who seriously seeks to perfect their craft would not be? If, however, I am required to go back to square one, teaching is no longer an option.

I am very familiar with the ARL program and have, in fact, applied for consideration. I have already been told, however, by the ARL office that because my degrees do not EXACTLY match the name of the endorsement I seek, regardless of my coursework and experience, I will not receive ARL certification without additional college classes.

There is much I have to give in service to my community. APT provides an opportunity for me to begin now. Please implement R277-511 as quickly as possible.

Kind Regards,

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Matt Ence

**From:** Mindy Sumens [mailto:mindysumens@gmail.com]  
**Sent:** Wednesday, July 27, 2016 1:29 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT

To whom it may concern,

I have recently become aware of the Academic Pathway to Teaching (APT) lowering standards for teachers to become licensed in the state of Utah. Allowing anyone with a Bachelor's degree to take the Praxis, pass it, and immediately obtain a teaching license. As an educator in the state of Utah this is a slap in the face. I have dedicated the last 13 years of my life to this profession that is constantly showing me and other professionals in the field less and less respect. We are underpaid, overworked, and now disposable! I have taught kindergarten, Reading Recovery, and first grade. I have taught in both Washington County and Nebo School Districts and have spent the past 3 years as a mentor to new teachers entering the profession as well as teaching in my own classroom. My husband, who is also an educator, teaches choir and music classes at the secondary level. Both of us underwent training in our content areas as well as pedagogical knowledge, intensive study of theorists, special education laws, classroom management techniques, practicum experience, and student teaching. We had to meet requirements to be able to walk into a classroom and be ready to teach on day one. Then building upon that foundation we have continued to improve upon our teaching styles and techniques, often at our own expense. Allowing a teacher to enter the field without this foundation is irresponsible and as a new teacher mentor you are expecting a lot of us to somehow fill in all the gaps that will be present when we are suddenly expected to mentor new teachers into effective educators without any pedagogical foundation. The first three years of teaching are extremely difficult *with* a solid background in educational practices and *after* a solid practicum and student teaching experience to rely upon. Putting untrained people into the field and then just expecting veteran teachers to fill in their gaps and take care of their training that they should have received at the university level is offensive and unrealistic. On the job training can and often is very successful in many fields. However, you would need to fund that training and as I understand it there is no funding being put forth from the state to train these inexperienced teachers. So without funding and increased requirements for those seeking this alternative route you are putting students into classrooms with teachers who have no field experience and no training in education. This is not best practice. As a parent to three children in the public education system I beg you to reconsider. I do not want my child in a classroom with a teacher who has not been trained to teach!

I ask you to please consider the effects of this rule and how it will impact students, teachers, and the field of education. I recognize that there is a teacher shortage (which as a state *WE* have created) as well as a high turn over rate of 40% within the first five years (*why do you think teachers are leaving?*) and that it needs to be addressed. However, this is not the way. Lowering the standards and no longer requiring that educators have a basic foundation in pedagogy and educational law is not the answer to improving education. The results will be loss of qualified teachers, higher turnover rates, and it will have a negative impact on university education programs. Those who cannot find success in their current field will *fall back* on education and those who *CAN'T* will *TEACH!* Is that what we want for our students? For our children? Please show current educators the respect they deserve by maintaining educator standards and developing a more comprehensive strategy to address teacher recruitment and teacher retention. Let's begin with paying us what we are worth and providing us with time to plan. That would go along way in keeping teachers in the field. Lets use the resources at our disposal. We have a HUGE amount of people who are educators with lapsed licenses, make it easier to return to the profession after taking a few years off to raise a family. We have people who have been teaching at the collegiate level with a masters degree, make it easier for them to move over to public education. Provide scholarships for those wanting to enter the profession with a bachelor's degree to take the necessary foundational coursework to qualify them to teach. A teacher is more than a babysitter and any adult in a classroom should not be a substitute for a qualified educator. Our students and the future of our country deserve better.

Sincerely,

Mindy Sumens  
Kindergarten Teacher  
Taylor Elementary  
Nebo School District

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Mindy Sumens  
<http://www.donorschoose.org/mrs.sumens>

## Commentary on Public Hearing APT

July 26, 2016

I appreciated the opportunity to attend the public hearing this evening on the Academic Pathway to Teaching. I have tremendous respect for members of the school board who are trying to solve a difficult problem of a teacher shortage in Utah, and I share the commitment of all parents, educators, and citizens in general, of the importance of effective education. I, however, emphatically disagree that Academic Pathway to Teaching is a reasonable solution to our shared commitment to quality education.

Education is not measurable by quantifiable data even though data is one of the ways we try to understand a learner's proficiency. If we simply needed to know that students had academic material presented by someone who understands the material, we might look to those who have achieved proficiency in a particular discipline to teach. However, education is much more than data, and teacher education programs provide candidates with a broad range of skills to effectively reach all children. Classroom management, curriculum, and pedagogy are carefully woven together throughout a teacher education program, and each area requires time and attention from all teacher candidates. Teacher education programs provide the opportunity for teacher candidates to learn, practice, and demonstrate proficiency in each of these areas before they enter a classroom.

Classroom management is a broad category which suggests that a teacher has the ability to maintain a peaceful, well-paced environment where students can think, collaborate, agree, and disagree respectfully. A well-managed classroom is one in which students are enticed, not coerced, into engagement. For teacher candidates to learn the skills to manage artfully, they participate in a process that occurs in classrooms and field experiences.

Curriculum consists of much more than material gleaned from reading a textbook. It includes the recognition that students learn from a variety of resources and that they bring knowledge from experiences outside the classroom. For this to occur, students need a broad curricular framework to interact intra-personally and/or interpersonally with curricular text. By teaching K-12 students to understand many views and approaches to knowledge, they hone critical skills to engage in meta-cognition and consider whose knowledge they are consuming and whose interests it serves. Understanding this curricular approach takes time, intellectual investment, and participation in collaborative discussions that occur in teacher education classrooms.

Effective pedagogy suggests that teachers know how to appeal to learners' interests. They know how to connect with their students, to hook them into each new subject. Pedagogy should avail students to a variety of activities that support their interests. When pedagogy is varied and student-centered, students learn to regulate their own behavior. Effective pedagogy reaches across a broad spectrum of abilities, making curriculum accessible to all students. Schools of education provide access to a breadth of approaches to differentiate curricular instruction.

Teacher education at a qualified institution serves one important purpose: it makes the classroom a safe and inviting place for students from day one, and it helps to ensure that teachers will remain in the teaching profession for a sustained period of time. Students don't have to wait to see if a

teacher is going to learn the essential skills of effective education because teachers are prepared to enter the classroom with the professional tools to be successful.

I have been privileged to work with true professionals in Westminster's School of Education for the past two decades. As a retired faculty member, I am proud to have had an opportunity to be part of the process of vetting outstanding, professional educators. I hope that we will not shortchange the children in Utah's public school by skipping over the important lessons in classroom management, curriculum, and pedagogy through the Alternative Pathway to Teaching.

Joyce Sibbett, Ph.D.

Faculty Emeritus

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Licensed in Utah

July 27, 2016

To Whom it May Concern/Chair, Utah State Board of Education:

I realize that yesterday, June 26, 2016 was the last day to submit public comment on R277-511 Alternate Pathway to Teaching (APT), but the following comments developed out of the public hearing held at the USOE until approximately 8 p.m. on July 26, making submitting timely comments yesterday difficult. However, if my comments cannot be considered, I will understand.

My name is Carol Lear. I am an attorney in private practice who represents and/or has represented approximately 30 Utah LEAs and private clients in the past 18 months. I also have considerable familiarity with the Utah Administrative Rulemaking Act, U.C.A. §63G-3 and the Board's procedures in developing and writing rules. The following comments on R277-511 come from that experience and perspective. My comments also reflect my 40+ years as a Utah public educator with a Level 3 license and an administrative/supervisory area of concentration. Most of my comments are more general, but I will try to provide line numbers (Revision 1) if my comments become specific. My comments also reference the "Non-Standard Licensure Comparison" chart that was available at the USOE for yesterday's hearing. My comments fall loosely into three general areas: (1) APT licenses also require prior employment by an LEA, very much like an ARL and other alternative paths; (2) the State Board has responsibility for establishing credentialing standards for school employees, the Board has been passionate in recent years in maintaining licensing control; (3) process matters; and (4) is another alternative licensing route necessary and helpful or/should there be a comprehensive review of available alternative routes, with changes and improvements to the existing programs, rather than creating yet another alternative route to licensing?

### **Employment by an LEA**

- It is not clear in R277-511 that an individual seeking to pursue an APT license must, like an ARL candidate under R277-503-4 C (4), be employed by an LEA *prior to* seeking the alternative license under an LEA's supervision. How could an individual pursue or "qualify for" an APT license without the employment and supervision of an LEA? It seems to me that, again similar to an ARL license under R277-503(4), this requirement should be listed in R277-511-4 and -5.

July 27, 2016

Page 2

- Similarly, the language in R277-511-6 is inexact (or circular?): “If an LEA employs an APT level 1 license holder . . .” because an LEA is only employing an *aspiring or prospective* license holder. A “license holder” does not need the APT process. The LEA must employ an individual in order for the aspiring license holder to begin the APT process under the supervision and mentoring of the LEA. Besides, the fiction that individuals in the process of becoming licensed “are licensed” was necessary under NCLB. I don’t believe that is a requirement of ESSA. Though it still may be for Title I schools, I have not checked recently. Am I missing something?
- All other alternative routes require prior LEA employment by aspiring license holders. Is APT really different? Can a wannabe license holder use the APT process without employment or an employment commitment with a Utah LEA?

#### **State licensure vs. LEA licensure**

- It seems to me that the primary, significant difference between the APT and the ARL is that the ARL program is USOE/State driven and the APT is LEA driven.
- Despite comments at the July 26 public hearing, both programs require at least bachelors degrees though ARL requires the bachelors degree to be closely related to the proposed assignment (R277-503-4C(2)(a) and R277-511-4(1)(b)) and-5(1)(b) only requires the degree; both programs require mentoring/supervision (R277-503-4C(5)(f) and (g) and R277-511, line 80); both programs require passing scores on appropriate Praxis tests; both programs require satisfaction of EYE requirements to advance to Levels 2 and 3 and both require background checks—though it is unclear in R277-511 if the resulting background information will be reviewed and approved by the USOE or by the employing LEA.
- U.C.A. 53A-1-402(1)(a) directs the Board (not LEAs) to establish rules and minimum standards for the qualification and certification of individuals who provide direct services to students. Though, perhaps technically, R277-511 satisfies the Board’s duty because the Board is writing/passing the rule, R277-511 puts the State-credentialing responsibility, monitoring and final license approval squarely in the hands of LEAs. This seems not only to violate the spirit of the Board’s responsibility to license educators, but it seems contrary to other efforts by the Board in recent years. The Board has pushed for greater licensing control through revised legislation in the past two legislative sessions, has heightened its review of even lower level licensing discipline and Board members have expressed personal opinions and concern on several occasions about very early background check reviews on individual prospective educators.
- Why, through the APT process, is the Board willing to allow LEAs to essentially license educators? And is that delegation of §53A-1-402(1)(a) appropriate? Would an AG opinion be helpful?
- I am a proponent of “local control,” especially following 18 months of private practice. Most Board member public statements also favor local control. However, Utah law

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strongly suggests, if not directs, the Board to license educators. It also seems counterintuitive that the Board would, through R277-511, almost entirely assign the supervision, preparation, training and minimum requirements of prospective *State educator license holders* to LEAs. And then step in with an iron fist when the Board deems that the LEA-prepared educator has acted inappropriately and *State-level* license discipline is appropriate?

- My final point fits only barely under this heading! If the Board chooses to exercise more oversight over the APT (or the process by another or existing name) the Board certainly has the rulemaking authority to decree that mentor teachers *shall be paid* (or compensated) by LEAs. The Board may choose to leave the oft-stated concern unaddressed, but there are many programs outlined in many rules and statutes where the Board directs compensation to program participants, even at a rule-specific level. Even providing by rule that LEAs should or may negotiate with mentor teachers for compensation is a step toward addressing the legitimate concern. Compensation could even be used as an incentive for the development and sharing of innovative and cost-effective mentoring.

#### **Process matters**

- The written comments provided online about R277-511, Board member questions and statements made publicly during the R277-511 hearing and privately and informally to constituents, and many of the 50+ public statements, provided primarily by licensed educators and education policymakers, overwhelmingly demonstrate that those proposing the rule and those most affected by it do not understand the context of the rule and other rules and provisions that address ostensible concerns.
- The UEA and individuals asked the Board many months ago for the opportunity to explore the teacher shortage comprehensively and *together*.
- The current educator push-back feels like the opposition to the Common Core, though educator public comments demonstrated that most speakers *had read* the proposed rule. But the outcome, I predict, will be similar. The APT rule is poisoned; it will become a symbol of animosity between the Board and teachers. Teachers will oppose it vehemently even if, in some remote LEA, the process could be useful. I do not believe that this kind of process can be forced upon employers. Even ARL and LEA-specific licensing programs, though somewhat disrespectful to fully prepared and credentialed teachers, have been accepted because they were jointly proposed and have evolved in response to LEA and teacher/mentor/supervisor concerns.
- The Board could still engage in collaboration with individual educators and teacher associations. The Board does not need to start over.
- I hope and expect if the Board invites educators and policymakers to discuss the issues that initiated R277-511, the Board will find:

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- Existing alternative licensing routes can be modified—both in rule and in practice—to be less cumbersome, more streamlined and less repetitive and tedious
- Alternative licensing routes currently exist that satisfy almost every Board member and individual LEA concern
- The LEA-specific license is more appropriate for an LEA-driven process
- There is a serious disconnect between a loose and locally supervised educator preparation program and draconian State licensing discipline
- Too many alternative licensing options, with varying requirements and terminology, do not honor local control, they promote confusion and misinformation.

I personally hope that the Board, after collaborative meetings with interested parties, will direct USOE staff to create one rule or consecutive rules, somewhat like the chart that was provided at the hearing, that clearly and accurately outlines all alternative licensing routes for Board members, LEAs of all types and sizes and prospective license holders. Thank you for allowing me to submit these comments and reflections.

Respectfully submitted,



Carol Lear, J.D.  
Of Counsel, Lear and Lear

Cc: Dr. Sara Jones, UEA; Board member Dixie Allen; Mr. Brad Asay, AFT; Representatives Carol Moss, Joel Briscoe and Marie Poulson

**From:** Mary Chamberlin [mailto:mary.chamberlin@gmail.com]  
**Sent:** Wednesday, July 27, 2016 3:54 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT R277-511 complete

Please disregard the first email; it sent before I completed it. I apologize.

To the Utah State Board of Education and Whomever Else It May Concern,

My name is Mary Chamberlin, and I teach 7th and 8th grade mathematics at Glendale Middle School, a Title 1 school in the Salt Lake City School District. I am entering my fourth year teaching. I hold a Bachelors of Mechanical Engineering from McGill University, which is currently ranked #38 in the world, but was #12 when I graduated. I decided to leave my ten-year career as an Aviation Engineer to become a teacher five years ago. I was offered a fellowship with Math for America (which is not affiliated with Teach for America). Through that fellowship, my requirements were monthly meetings with a cohort of motivated teachers, a full year of student teaching, and intensive coursework for licensure and towards a masters degree. I finished that degree and now hold a Masters of Science in Mathematics (Teaching) from the University of Utah.

During my year of student teaching I was intensively coached by a seasoned teacher, who was compensated generously for her time by the fellowship. During that year every lesson plan I wrote was picked apart, every decision I made in the classroom questioned. In addition, I volunteered on the days I wasn't required in my student teaching position at another school to expose myself to different teaching styles and school cultures. Undoubtedly, I have been through one of the most thorough and rigorous teaching preparation programs. The math department at Glendale is staffed only by teachers who hold or are working towards a Masters degree, and we have seen our Sage proficiency more than double this year.

That said, when I entered my own classroom, despite being leaps and bounds ahead of other first year teachers, I still relied heavily on my colleagues to help me be effective.

Given my prestigious education and industry experience, not to mention my passion for teaching, I would be the ideal APT candidate. I can tell you that without any training, I would not have been an effective teacher, and would possibly become one of the many teachers who left the profession after a minimal amount of time. Knowing how to do 9th grade math in no way qualifies one to teach it, particularly with the Common Core emphasis on strategic thinking and problem solving. A teacher's first year is stressful when they know what to do, but would be insurmountable without.

Finally, an acquaintance is entering the teaching field under a similar rule in Idaho. I spent a week helping her prepare. I had to explain how to write a lesson plan (including what is an objective, hook, assessment, and closure), as well as laws regarding Individual Education Plans and English Language Learners. She did not know how to look up the Core Standards to which she is supposed to hold her students. Without my guidance, she would not have even known what questions to ask to begin to even begin to be legally compliant, never mind effective.

I urge you to reconsider R277-511, and focus energy instead on retaining the qualified teachers already in the field rather than a stop-gap measure of hiring unqualified people to fill positions.

Thank You for Your Consideration.

Best Regards,  
Mary Chamberlin, B. Eng (Mechanical), MS Mathematics (Teaching)

July 26, 2016

To the State School Board:

Thank you for your service to the students of Utah.

Today, I attended the public hearing on R277-511: APT. As a professor in the Westminster School of Education and former Utah elementary teacher, I support the many comments in opposition to this rule. The following comments are mine and may or may not reflect the positions of Westminster College.

For the past 10 years, I have had the honor of working with the same population that the APT is designed to draw into teaching; that is, people with a BA or BS who now want a teaching license. This summer, one of my students echoed a commonly expressed sentiment. She said, "I have taught for eight years as an *unlicensed* teacher. In all those years, I have not been able to address my students, colleagues, parents, or administrators with confidence because I always knew I lacked the expertise I needed." This student often made comments about things she was learning in our program. Her comments were along the lines of, "This is what I need! I want to understand this. I can't believe I taught so long without knowing this; it's so basic."

I am sharing this experience to illustrate one problem with APT: It de-professionalizes teachers. Underprepared teachers know they are not true professionals because they struggle with their lack of expertise all day long. Lacking a strong foundation in theory, research, and practice, they lack exactly that which is required to become professionals. They lack the expertise to critically examine their practice and the educational contexts impacting their work with students. They rarely become leaders in their schools and communities. This could be a factor in attrition rates for underprepared teachers. As was stated tonight, studies have shown that underprepared teachers exit the profession at a higher rate, but not before jeopardizing many students' futures. While some graduates of education programs also exit early and also place students' futures in peril, studies show that the percentages of success are in favor of more, not less, preparation. A quick Internet search brings up numerous references to such studies. For an example, click on the following link:

<http://www.newteacher.com/pdf/only1way.pdf>

As was stated during the hearing, some people become teachers without an education degree. Several such speakers stated that their students achieved high scores on high stakes tests. While that is admirable, it is not the whole picture. At Westminster we aim to give our students the pedagogical skills that will improve their students' scores. As complex as that is, it is just the minimum. Teachers are charged with the grave responsibility of mentoring young students into critically thinking and caring citizens capable of improving society. This layer of theory, research, and practical application requires a steep learning curve for pre-service teachers. It appears that the APT ignores this responsibility.

The current ARL is available as a stop-gap measure to address our teacher shortage. This could grant the time needed to study the reasons for the shortage of people desiring to enter or remain in this honorable profession.

Sincerely,  
Kristi Jones, PhD

-----Original Message-----

From: M Melissa [mailto:m.melissagreen@gmail.com]

Sent: Wednesday, July 27, 2016 10:27 PM

To: Austin, Lorraine <lorraine.austin@schools.utah.gov>

Subject: Regarding New Licensing Standards

Members of the Utah Board of Education,

I am writing to express my deep concerns regarding the proposed changes and allowances for teacher licensing. It is my opinion that allowing any individual with a degree and tested content knowledge to teach our children is a mistake.

The state already has a program in place called the Alternative Route to Licensure which provides a way for people with a degree in a content area to work on the job as a teacher for three years while also attending education classes and earning a teaching license. This new proposal would do away with this and allow any person able to pass a content knowledge test to teach.

Who will this attract? Retired people who want a little extra income, people who have not been successful in their field and choose to be a teacher because it's so easy. Anyone being successful in their content employment is most likely making more than the average teacher and it seems crazy to me that a person would leave that to be an educator.

What does this mean for our children? Your child could have a teacher completely ignorant in the philosophy and understanding of student learning and classroom management. These people will not understand the gradual learning models and child development. These teachers will not understand how to properly manage, control and teach a class of 30-40 students. They will not understand the basics of how to teach.

How does this affect current teachers? Certified teachers gain a bachelor degree and then have to compile portfolios and pay hundreds of dollars to take certification tests both in content and in pedagogy. Why would anyone go through all of those hoops when they can get any bachelor degree and then walk into the classroom? This creates a burden for educators in the classroom who are already heavily burdened to pick up the slack from these untrained teachers and spend uncompensated time mentoring and training their colleagues.

What example is this to our children? In education, we are continually increasing the standards and expectations for achievement and learning for our children. Lowering expectations for classroom teachers is a direct opposite to everything we are striving for.

This proposal will NOT improve our teacher pool. Please show your support for our teachers, students and our education system by investing time and money in keeping trained, certified teachers. Support teachers by increasing professional development opportunities, lowering class sizes, providing curriculum and technology to support 21st century teaching and learning, providing time for curriculum planing and development, providing budgets for classroom libraries and amenities, and providing more appropriate compensation to teachers.

Sincerely,

Melissa Green

Resident of Spanish Fork, Utah

Mother of 4 Children

Second Grade Teacher with Nebo School District

**From:** Sharon Richins [mailto:sharon@hofa.com]  
**Sent:** Thursday, July 28, 2016 12:00 PM  
**To:** Austin, Lorraine <lorraine.austin@schools.utah.gov>  
**Subject:** To the school board- new teachers

Board members,

I have recently become aware of changes you are considering to teacher credentials. I support your efforts to allow professionals without a teaching certificate to come into our schools and teach! This is such a great ideas, especially for the secondary schools.

Right now I have a son who is a Junior at Bingham High and it would be so enriching for him to have a seasoned professional in chosen field come in and teach classes. I would say the education level is ok, but for kids who naturally excel school can be rather boring- but with someone who had worked in the field it could be exciting- I think these teachers should be the norm and not the few exceptions. Right now BHS has a terrible computer tech teacher, which all of the kids dread because it is geared to someone who knows as much about computers as their grandparents. With a professional teaching this class it could become relevant and exciting. I think it could also help those who are teaching ramp up their classes to be more relevant.

Thanks,  
Sharon Richins  
Please forward this as you would like to school board members.

-----Original Message-----

From: anonymous@schools.utah.gov [mailto:anonymous@schools.utah.gov]

Sent: Thursday, July 28, 2016 8:43 AM

To: Orellana, Roxana <Roxana.Orellana@schools.utah.gov>

Subject: Anonymous Superintendent Contact

With regard to the APT certification, I'd like to submit my concern that it will undermine the quality of education our children receive. I understand we are facing an unprecedented teacher shortage, however I do not believe this is an acceptable solution.

A classroom setting presents unique challenges and requires individuals who are trained to manage upwards of 30+students' needs, has a knowledge of teaching and discipline strategies, and has hands-on experience through student teaching to effectively navigate it. For my children I believe they will receive the best education when their instructors have been specifically trained through completing the requirements of a teaching degree/certification, AND have a thorough understanding of their specific subjects. This proposed solution only lowers the requirements and expectations of those teaching our children.

This proposed solution will also add an unnecessary burden to our already overworked teachers when they are expected to train these inexperienced instructors. How can we in good conscience expect any more than we already do of our good teachers? This will further exacerbate the situation and drive away more trained and experienced teachers when they decide they've finally had enough.

The only real solution is to pay teachers a better salary, reduce class sizes, and give teachers more autonomy in choosing how best to meet the needs of their students. Only then will we attract the quality of teachers our children deserve and retain them. Please, how do we attract the best quality teachers for our children by lowering the bar???

-----Original Message-----

From: anonymous@schools.utah.gov [mailto:anonymous@schools.utah.gov]

Sent: Thursday, July 28, 2016 1:46 PM

To: Orellana, Roxana <Roxana.Orellana@schools.utah.gov>

Subject: Anonymous Superintendent Contact

I have a comment on something regarding teacher shortage. I know a new law was proposed about hiring new teachers that have other professional training. I can see the pros and cons. I think that if they prove they can teach then they should be allowed to teach. I don't think that passing a multiple choice test such as the Praxis means that they are highly qualified to teach. I think that they should prove the content of their knowledge by teaching the content to the students. I don't necessarily think teachers need to be paid more, but make it a little more easier to become one by eliminating all of these tests they need to pass. Let them spend the time they would use studying for the Praxis to practice and prepare being a better teacher. I would rather have a teacher who knew how to teach rather than a teacher who just knew the content. Learning how to teach content comes from practicing teaching

**From:** Dixie Allen [mailto:dixieleeallen@gmail.com]

**Sent:** Thursday, July 28, 2016 4:24 PM

**To:** Dickson, Sydnee <Sydnee.Dickson@schools.utah.gov>; Board of Education <Board@schools.utah.gov>

**Subject:** Fwd: New Teaching License

----- Forwarded message -----

**From:** Dane Henderson <danehenderson41@gmail.com>

**Date:** Thu, Jul 28, 2016 at 4:13 PM

**Subject:** New Teaching License

**To:** [dixieleeallen@gmail.com](mailto:dixieleeallen@gmail.com)

Dear Ms. Dixie Allen,

I appreciate this opportunity to express to you my concerns over this new procedure which the board has taken regarding teaching licenses. I live in Orem, living in your district, and work as an educator in the Salt Lake Valley. I am in the fourth year of teaching at a middle school and come from a family of educators and coaches. I have a passion for my subject and a desire to make a real difference in the lives of students. However, I am very close to becoming yet another of your statistics, leaving the profession within their first five years of teaching.

I believe that my insight into education is valuable. The primary reason why teachers are leaving the profession and not going into it is compensation. I personally, cannot make ends meet on my current salary. Like most who are leaving the profession, I have a desire to get married and start a family. I cannot do so making the \$35,000 dollars that we currently make. All along the Wasatch front housing begins around \$200,000 dollars. In the Salt Lake Valley, decent housing will begin at \$250,000. It often feels like I am losing money by staying in this profession. Every single one of my friends who graduated with me at UVU, have either left the state for teaching jobs that compensate them more or have left the profession entirely. It is a well known fact at my school that most of the teachers are receiving some sort of monetary aid from the government or their church in order to survive. Is this sustainable?

In 2007, Dr. Sperry was requested by the board of education to conduct a survey on the small teacher shortage in Utah.

(Here is a link to the results: <http://utahpolicy.com/index.php/features/policy-buzz/9851-how-serious-is-the-teacher-shortage> )

His results found that teachers were leaving the state due to lack of compensation. In fact, other states were found to be poaching our graduates. Could you blame Utah teachers for leaving? I believe the following quotes sum up his report nicely:

***"Asst. Superintendent Craig Poll of Davis District summarized the challenge by explaining teaching is "too difficult for the amount of money compensated." Supt. Robert Johnson (Kane County School District said, "I think there's as many people out there that have a desire to be teaching than ever, but when they look at the pay and see the standard of living that they would have to accept... they choose to go a different path."***

This again, was research performed by Dr. Sperry in response to the board's request way back in 2007. The recommendations for significant teacher raises went ignored by either the board or legislature and now the teacher shortage has only gotten worse. Why would another survey change anything?

Now, in order to attract more candidates and help with retention, the board is considering relaxing the standards for teachers. In order to teach, all one needs to have is a 4-year degree. To me, this is a slap in the face of educators everywhere. Would we consider this option for nursing? I took a few health and science classes in college. Can I go down to the hospital and begin to practice medicine? Why not?

I heard it at a conference two years ago that teaching is 75 percent management and 25 percent content knowledge. I could not agree more. Anyone can tell what they know about any given subject. That is easy. But teachers do not just recite information. Teachers identify the needs of their students and modify their lessons so that a complex subject can be understood by every student. This requires extensive training that education courses offer. By relaxing these standards you place the burden of training to mentors who are already overburdened and leaving the profession in droves.

Lastly, this new licensing rule, fails to address the primary reason why teachers were leaving back in 2007 and are leaving in even greater numbers today, Utah fails to compensate their teachers. When students go to a university or college and begin to make significant investments into their future, they see the compensation that Utah teachers receive and are deciding to go into other fields. Those who are in the profession are quickly discovering that they cannot make ends meet and leave the state or the profession altogether. While those with 20+ years of experience are just holding on to leave as they have been demoralized after decades of stress, disrespect, and low compensation.

I hope that my email today may reach out and inform the board about today's situation here in Utah. I hope that this message can make a change. I believe together we can make the profession attractive again, stop the shortage, and help give to our students the best education possible.

Sincerely,

Dane Henderson

**From:** Doug & Tracy  
**Sent:** Thursday, July 28, 2016 4:10:15 PM  
**To:** Board Rule Comments  
**Subject:** Comment regarding R277-511

I would like to share my comments regarding the Academic Pathway to Teaching path to a teaching license. I am entering my 11th year of teaching in the Granite School District. I myself went through the ARL program in its earlier stages. I had previously in my career acquired a bachelor's degree in business administration and a master's degree in human resource development. The ARL program was an excellent experience. I was informed of the teaching classes I needed to still acquire within 3 years by the USOE and those classes were vital to my survival as a new teacher and my development into a great teacher.

Ms. Castle continually expresses that the ARL program does not require content knowledge implying it is inferior to APT. This is not true of those entering secondary teaching. Since I had a business degree I really had two options: work through the ARL program to teach business classes in a secondary setting (because I had this content knowledge) or go into elementary ed requiring me to gain a bit more content knowledge through the teaching classes I was required to take. Secondary teachers going through the ARL program do typically come with content knowledge. And all that go through the ARL program have to pass a content knowledge test to earn their level 1 license.

Cutting out classes that teach pedagogy as a requirement will create new problems. While teaching may come more naturally to some, it is a craft that must be learned through best practices and strategies that have been researched. Individuals going through the APT path will not receive this important piece. And a mentor teacher can not fill in the blanks from hours of missed educational classes.

I am seeing amazing teachers leave the field every year. Teachers are pitted against each other by publicizing their test scores with the very peers they are told to collaborate with. Those with the best test scores are considered the best teachers which really creates a culture of teachers not wanting to share because they are so worried about their individual scores. The school's culture can become competitive and ineffective for our students.

Please begin looking at the internal issues that are creating low morale among the teaching profession in Utah. The attention should be put into keeping teachers (that already have the experience and training) in the workforce. If we don't do something about this, then many of the new teachers brought on with APT will just leave the profession as well.

Thank you for taking feedback,  
Tracy Jensen

To: Utah State Board of Education Rule Committee

[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)

From: Michelle Chacon, BSED

Subject: Rule R277-511 Academic Pathway to Teaching (APT) Level 1 License

Date: July 28, 2016

Dear esteemed members of the board,

I am writing to you because I am passionate about the success and happiness of all Utah students and I will not be able to move forward with a clear conscience unless I share my experience and my position with you regarding R277-511.

In 2006 I worked hard to earn an Associate's Degree in English because I love literature, writing, grammar, and theory. If I would have gone on to get my Bachelor's Degree in English it would have taken me two more years and I would not have had to complete a field experience. In my opinion, it would have been easy. Instead of taking that path however, I decided to follow my true passion and become a teacher. To obtain a teaching degree, I had to go to school for three more years because many of my English courses did not satisfy the Elementary Education degree requirements. That extra year of school cost me a lot of time and money. I also had to take time off from my paid job in order to complete 100 hours of field observation. In addition, I had to complete twelve weeks of student teaching under the supervision of an experienced classroom teacher and complete an extensive portfolio to include evidence of my teaching ability.

I absolutely value the education and experience I received on my path to teacher preparation and I know it will serve my students well but I would say that it is extremely unfair for people, who took the much easier and less time consuming route, to become a licensed teacher without completing important coursework and immersing themselves in the teacher learning community. I know I cannot speak for these potential candidates but it seems that they would be choosing teaching as a fall back or because they lack the vision or ambition to succeed in the field they educated themselves for. Those are not the types of people that should be in charge of an entire year of a child's education. We need people who are passionate about helping children reach their full learning potential, and tending to their hearts and values at the same time.

Going through a teacher preparation program allows people to see if teaching is really something they will enjoy and be good at. It also gives them the pedagogical knowledge they will need to be highly effective teachers. If the potential candidates really care about Utah students and want to be effective teachers, they will have the motivation to get the education they will need to be great teachers. If they were not willing to be teachers

before you decided it would be a good idea to just put the jobs in their laps, how can they possibly have the heart that it takes to be the kind of teacher that our students deserve?

I also wonder what you will do about requiring Elementary Education students to complete 12 weeks of unpaid student teaching? If you make the proposed change, I fear that many potential teachers will forgo teacher education because it will be easier to get another type of degree and then go ahead and get a teaching license anyway. This rule would set Utah students up to have the least qualified teachers in the nation. Our students are already struggling. We cannot do this to them.

We cannot circumvent the teacher preparation process. I implore you to say no to this proposed rule. There is a better way. Utah's students deserve better! Utah's teachers deserve better!

Sincerely,  
Michelle Chacon, BSED  
2<sup>nd</sup> Grade Teacher

**From:** [Hansen, Linda](#)  
**To:** [Board of Education](#)  
**Subject:** FW: R277-511  
**Date:** Friday, July 29, 2016 8:10:19 AM

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This one was heartfelt. I thought I would share. It takes a special person to be a SpEd teacher.

Linda Hansen  
Utah Board of Education  
District 3  
(801) 966-5492

"As we must account for every idle word, so must we account for every idle silence." *Benjamin Franklin*

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**From:** Lindsey Tirmenstein [lindseytirmenstein@gmail.com]  
**Sent:** Thursday, July 28, 2016 10:40 PM  
**To:** Hansen, Linda  
**Subject:** R277-511

I just wanted to thank you for giving me an opportunity to enter the teaching field! I received a B.S. degree in History and Political Science, with the hopes of entering law school, and eventually the political arena. It was during my hiatus from school that I came to LOVE working with children, especially lower elementary.

I initially worked in various pre-schools and private Kindergartens. After a few years, I stumbled upon a job that sparked my passion for special education. In 2013 I became an Autism Therapist, working with young children in their home for several hours a week. I enjoyed what I did so much that I returned to an online school in order to obtain my certification as an Applied Behavior Analyst.

While I enjoyed working one-on-one with clients, my family required more of me in their lives. I learned that there was a position available, in Special Education, at my children's school and I jumped on the opportunity.

I have taken some education classes, but I have gained far more knowledge from being in the classroom, teaching! I love the children I serve, and am so grateful that the Utah State Board of Education is providing me with a path toward licensure.

Thank you for your hard work and dedication!

Best Regards,

Lindsey L. Tirmenstein BCaBA

*Special Education Case Manager  
American Preparatory Academy*

**From:** Dina Freedman [mailto:Dina.Freedman@slcschools.org]  
**Sent:** Thursday, July 28, 2016 7:44 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** R277-511 Public Hearing Comments

Dear State School Board,

I am writing to you as a teacher and a member of our local community. The proposed rule R277-511 does not solve our teacher shortage and is only a band-aid fix. We have a shortage of teachers coming from professional careers because the ARL program is too difficult to maintain. We need to streamline it. The APT is not a solution but a modified ARL could be. The APT offers zero training to content area adults in pedagogy. As a person that switched careers into teaching later in life, I can tell you that without pedagogy training I would have quit long ago. Learning about the brains of children is essential, they are not just tiny adults we can just give information to and not just anyone can walk into a classroom and teach.

These new candidates do need mentoring but they also need to take some of the same classes that other teachers rely on for good instruction. Classes about learning theory, behavior and classroom management are all key to a successful first couple of years in the classroom.

I do believe the ARL program needs to be streamlined into something like 1 class per semester the first year of teaching with an intense 6 credits (two classes) each of the first two years of teaching in the summer time. People that complete the accelerated ARL could also be incentivized after 5 years completion of teaching.

I am also concerned that the new APT candidates will be able to immediately access TSSP money which historically has been very difficult to obtain for regular classroom teachers. This puts these new candidates with limited skills above the pay scale of their colleagues and can create a negative work morale.

I hope you consider these comments against R277-511. I am in support of a modified ARL program but not a program where people can enter the career without any pedagogical support. It leans on the mentor teachers too much and takes them away from good instruction in their own classrooms.

Also just as a side note. Our school district hired a candidate today for the ARL program and I spent 3 hours of my unpaid time assisting her today out of good will so she doesn't drown the first few days of school. She is not even a teacher in my building. I could have spent 3 hours working in my classroom but I chose to help a fellow new teacher. APT could drain our master teachers with more work and thus leading them to leave the field prematurely due to burn out.

Our students deserve to be taught by professionals who have taken classes in TEACHING children and about adolescent minds.

Thanks for reading.

Dina Freedman  
Science Teacher  
Hillside Middle School  
MS Earth Science  
MST Environmental Science & Policy  
Math for America Graduate Fellow  
Meteorologist  
NOAA Climate Education Steward  
Scanned By Microsoft EOP

**From:** Fran Black [mailto:fran.black@washk12.org]  
**Sent:** Friday, July 29, 2016 12:41 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am shocked and dismayed that this is even being considered. In my career choice I have to continually be under a microscope and continually update my credentials and certify in this and that. Now anyone with a bachelors degree can walk into a classroom and be a teacher. WOW! Apparently we think so little of our children and students that "anyone can teach". It seems that you feel this is true. Once again, you have thrown teachers under the bus.

--  
Fran Black  
Resource Teacher  
Desert Hills High



**From:** Leann Moody [mailto:leannm@provo.edu]  
**Sent:** Friday, July 29, 2016 12:27 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

This is a failure to recognize that a knowledge of how to teach material is as important maybe more so, than what to teach. A trained teacher has a tool belt that helps reach all the students in the room from the gifted to the challenged learner to the student who is learning English as a second language. When I entered the profession 20 years ago I felt I had experience teaching because I had been a substitute teacher for many years, a mom of five and taught workshops. Education combined with an excellent mentor teacher put me on a path to being a good teacher. I currently have a son ready to enter teaching and he has worked as sub, taught in the community and also been a student teacher all to gain experience needed to help him give students his best. Concerned that I do the best I can for students I spend summers and breaks at workshops, conferences as teaching junior high is not an easy job.

Leann Moody Provo School District

**From:** Venice Kimball [mailto:venice.kimball@nebo.edu]  
**Sent:** Friday, July 29, 2016 12:18 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am very much against APT! I am a certified teacher with 25 years of experience. Teacher training and experience in the classroom are essential in preparation for being employed as a teacher. Without prior experience and practice with students, classroom management, and curriculum development, most teachers hired through APT will be set up for failure. Using APT will also significantly increase the load of experienced teachers who will be expected to mentor the APT teachers. I've been more than happy to collaborate and mentor new teachers, but my experience has been with new teachers who have had a significant amount of training and experience already. I'm disappointed APT would take a person with content knowledge only and expect them to be turned into a competent teacher on day one. Please! There must be a better way to handle the teacher shortage.

**From:** Josette Pitardi [mailto:jpitardi@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 12:42 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern,

One simple question: would you want YOUR CHILD to be taught by someone with just an APT?

Josette Pitardi  
Third Grade Teacher

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**From:** Kevin McVicar [mailto:kmcvicar@apamail.org]  
**Sent:** Friday, July 29, 2016 12:49 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Academic Pathway to Teaching

Dear Board of Education,

We live in a very dynamic world and times. The pace of change in our world and the way our society is educating its citizenry is evolving. New ways to address these changes and best prepare our students for our world can be done with legislation that allows for new ways to become a teacher. Please allow innovation to be possible with the Academic Pathway to Teaching.

As an instructional coach working directly with teachers from all different backgrounds, with all different skills and experience, I know the dynamic challenge that teachers face in the classrooms. The success of teachers is not determined by which education program they came from, but rather their ability and perseverance in developing classroom management, organizational and communication skills. All teachers have different skills that are developing throughout their careers. The Academic Pathway to Teaching will broaden the scope of candidates and people available to become teachers and will provide innovation in hiring and developing effective teachers.

I know from thousands of hours spent in classrooms over many years that good teachers come from all different training programs. This new pathway gives ALL districts and charter schools the option and choice to hire from any one of a number of pathways to licensure.

Some of the important points to remember in this rule:

1. **APT increases local control.** LEAs (districts or charters) are held accountable for their students' academic achievement - it only makes sense that they be allowed to train their own teachers.
2. **No one is forced to use APT.** LEAs can still choose to hire only non-APT (or non-ARL, etc.) if they desire. APT is completely optional - if LEAs feel that APT is too risky, they can choose not to implement it.
3. **The APT license does not replace any other track to licensure.** Prospective teachers will still have the option of going through a post-secondary education program, ARL, etc. APT is simply another option for LEAs and only adds to the current system.

Handling the dynamics of change can be challenging and sometimes it requires a resolute courage to try something innovative. Be resolute in upholding the newly approved statute regarding the innovation Academic Pathway to Teaching.

Sincerely,

**Kevin McVicar**

Instructional Coach

[kmcvicar@apamail.org](mailto:kmcvicar@apamail.org)

801.842.2541



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ACADEMY**

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**From:** Jessica Jensen [mailto:jess.jensen01@gmail.com]  
**Sent:** Friday, July 29, 2016 12:41 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern:

As a current, public school elementary teacher, the decision on R277-551 concerns me greatly. The number one priority to every teacher is the students in their classroom. Every student deserves to have a qualified, highly trained teacher from day 1. Even one year in a classroom with a teacher that is not highly trained can put students behind for the rest of the educational career. It is not fair to the students of Utah that their academic lives be toyed with and put in jeopardy. These APT candidates never really receive the classroom management and pedagogy training to become a highly effective teacher.

The second priority is Utah's current teachers. Most teachers already feel overworked, underpaid, and under appreciated. This ruling places the burden of training these under qualified "teachers" on current teachers. Not only will they feel the burden of their own classroom, but that of their team member who does not have the management and pedagogy training necessary to be successful.

Another possible side effect of this ruling is teacher pay. Teachers in Utah are already underpaid, one of the things leading to the teacher shortage that created this problem in the first place. What is to stop principals from hiring APT candidates over teachers with a Bachelor's degree pertaining to education and experience because it is cheaper to pay the APT candidate? What impact will this have on teachers who suddenly become "overqualified" and can't get hired?

This ruling does not truly address the problem behind Utah's teacher shortage. It is a shortsighted solution to a much bigger problem. There are currently other alternative routes to licensure and APT undermines those efforts already in place.

Thank you.  
Jessica Jensen

--  
Jessica Jensen  
[jess.jensen01@gmail.com](mailto:jess.jensen01@gmail.com)

**From:** Shannon Arroyo [mailto:shannon.arroyo@nebo.edu]  
**Sent:** Friday, July 29, 2016 12:25 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom it May Concern,

As a teacher in the state of Utah for the past 14 years, I oppose R277-551 - Academic Pathway to Teaching that has been implemented by the Utah Board of Education to solve the teacher shortage problem.

It is a slap in the face to me as a teacher. Is this really all that the state board of education thinks of me as a teacher, of my years of study and education and of dedication to this profession? What an insult! I believe that this will not solve any teacher shortage problems and in reality actually create a greater teacher shortage problem. The Utah State Board of Education needs to start showing some respect for the teachers here in Utah or we will start looking for jobs in other states that do show teachers greater respect.

Thank you for your time,  
Shannon Arroyo

-----Original Message-----

From: kwagstaff50@gmail.com [mailto:kwagstaff50@gmail.com]

Sent: Friday, July 29, 2016 12:52 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

I have been an educator in Utah for over 30 years. Prior to teaching school I was in the private sector as a dairy farmer. People with experience in the work field can bring very valuable knowledge to the classroom, but without training and practice in pedagogical practices, that knowledge is worthless to students! I have spent considerable time and my own money to become a better teacher over the past 30 years and as a teacher trainer, am still learning new strategies and techniques that I hope will further enrich my ability to instruct students in the future. Education of our greatest resource in Utah is much to valuable to our future to allow teachers with no pedagogical training to be in charge of our students' instruction!

Karl Wagstaff

Sent from my iPhone

-----Original Message-----

From: Allison Downs [mailto:[adowns@dsdmail.net](mailto:adowns@dsdmail.net)]

Sent: Friday, July 29, 2016 12:51 PM

To: Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>

Subject: Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern:

I am an educator of 20 years and disagree with the new academic pathway. Teaching is as much of managing and transitioning a class smoothly as well as teaching the subject matter. My college preparedness put me in the classroom setting as a freshman. Many hours were spent under the direction of veteran teachers and professors. Even with all the training I had, my first year as a teacher was not a walk in the park, quite the opposite.

I saw a lot of teachers quit after they found out what the classroom was really like.

Please don't demoralize the teaching profession! We have been given more and more guidelines and responsibilities over the past 10 years and are watched, I dare say, more than any profession out there. It's stressful, it's hard, but I love it! I love it because I am good at what I do and I love to help children learn.

Please don't turn our profession into a back up option for anyone who goes to college! We should be highly respected in our work by the community because what we do matters and makes a difference!

No to APT!

Sincerely,

Allison Downs  
6th grade teacher

-----Original Message-----

From: Alpine Email [mailto:kamundsen@alpinedistrict.org]

Sent: Friday, July 29, 2016 1:03 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

Anyone can teach, but not everyone is a professional teacher. To become a professional teacher requires training, not just content knowledge, and study to learn specific skills and the opportunity to practice BEFORE becoming a teacher.

I am writing to strongly discourage the Academic Pathway to Teaching, APT, board rule R277-511.

I believe that I have a unique perspective on this issue. 6 years ago I decided to go back to school to become a teacher. I was an older student (in my 30s) and a mother to 4 children. I believed that my life experience, including teaching my own children and other children in my church congregation and through volunteer work at my children's school, automatically gave me the experience to be a teacher. If the APT rule was in place I may have gone that route and saved 3 years of my time, (1 year of prerequisites and 2 years in the program) energy and money in my pursuit to become a teacher.

I am so glad I did not have that option! I learned so much in my experience in the UVU Elementary Education program. I thought I knew everything I needed to be a teacher, but I was wrong. I learned valuable skills in courses such as educational psychology, curriculum design, 3 courses on classroom management and literacy, science, social studies and mathematics methods (to name just a few) that I now use everyday as a first grade teacher. I was then given time to practice what I was learning, 3 weeks each semester in addition to a semester of student teaching with a master teacher.

I just finished my 3rd year teaching, and I just received my level 2 license, an upgrade from my provisional license. I am dismayed that as written the APT would grant full licensure, not provisional licensure. What does this rule say about the last 6 years of my time, energy and incredible hard work to become the teacher that I am? I find it very discouraging and feel undervalued as a teacher. I understand that this rule is the boards answer to the problem of a lack of teachers entering the profession and choosing to remain. I propose that this rule will do more harm than good to what should be a valued profession.

I continue to learn and grow as a teacher, but I cannot imagine how lacking I would be without my experience in the elementary education program, my past 3 years as a provisional teaching and my degree that now qualifies me to be a professional teacher.

Please reconsider board rule R277-511.

Sincerely,

Kristin Amundsen

Greenwood Elementary, 1st grade and teacher of the year for 2014-2015

**From:** Brendan R [mailto:brendan.raphael@gmail.com]  
**Sent:** Friday, July 29, 2016 12:59 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern,

As I studied to become a teacher I realized something as I went through my texts on pedagogy, class management, and the psychology and philosophy of teaching: things have changed since I was a primary student. New research has revealed effective concepts and practices that nurture positive engagement and meaningful learning experiences. All things that were rarely practice in classrooms before 10-15 years ago. I learned how to put them in place and how to avoid the pitfalls of traditional mindsets through my actual practice in 100s of hours of observing and teaching in the classroom.

This is why we must not certify teachers with no pedagogical training: they will utilize the ineffective techniques of old BECAUSE THIS WILL BE ALL THEY KNOW!!! How can we expect are students to succeed if educators aren't learning the proven practices that make modern teaching more effective?

We cannot treat the symptoms by just making the path to certification easier. We must treat the root cause of this epidemic.

More studies must be done to learn how to effectively react to the shortage of quality teachers. We must not panic and have a knee-jerk reaction that could potentially hold back future generations that must be equipped to look forward in this age of unparalleled progress. The answer is quality not quantity. We must develop teacher - leaders who will fight to better the profession and system as a whole.

Thank You,

Brendan Raphael  
469-233-5089  
[brendan.raphael@gmail.com](mailto:brendan.raphael@gmail.com)

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From: Affleck, Kathy R [kraffleck@graniteschools.org]  
Sent: Saturday, July 30, 2016 10:30 PM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

As a teacher I understand the importance of having well-qualified professionals in the classroom. Teaching is a skill that requires both training and practice to master. There is already a mechanism in place to enter the teaching profession from an alternative career path that ensures proper mentoring and training occurs. Do not dilute the teaching profession by adding this so called "academic pathway". It is not academic as it requires no teaching training, teaching theory, or pedagogy coursework.

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**From:** Cyndy Mikesell [cyndy.mikesell@jordandistrict.org]  
**Sent:** Saturday, July 30, 2016 8:05 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Teachers should be certified to teach. Attend college courses for education to graduate.. Not just any profession. A person should not be allowed to teach children without a degree in Education. Its demoralizing and degrading to teachers who have been in the profession for years. Pay all teachers including veteran teachers what we are worth. Teachers who care and love their job. Who are in teaching to see growth in students. Just not a pay check. Pay us what we are worth!!!!!! How would you like to have a teacher be your dentist, doctor, attorney who have no training and just waltz in with a bachelors degree and be able to do a their job!! Teaching is not as easy as everyone thinks. The board of Education of all people should know this. Your going to get people who have a bachelor degree that can't get a job in there field and then applying for a teaching job because they think its so easy. What will the quality of education be for the students. They won't last long that is the [truth.it](#) will cause so much contentions in the schools good teachers will be gone. And then that's who will be teaching our students. People with no background in the field. It is the worst decision. And the the Utah Board Of Education to come up with such an insane idea should be ashamed. I have been teaching for 33 years. They have taken away our professional development days, career ladder money and they take and take they give and then take back not good tactics to keep teachers from leaving or staying or going into [teaching.at](#) all. Teachers who have their masters degree are stuck with no lanes or steps to move up in the profession for a pay raise except to get a doctorate degree that its not worth the out of pocket for the pay we would get when we are done. Oh you could do your administrative license but some teachers love the classroom and don't need to be the head of anything they just want to teach. As a veteran teacher I have noticed over the last five years veteran teachers are being pushed out of education because we are told the new teachers know more than us. REALLY!!! We have had more experience than them in the true setting of teaching. It is frustrating! we have taking classes on our own time. Payed for many out of our pocket but still not good enough. As a long time educator it saddens me that it has come to this.

If you pay teachers what they are worth that will be the key to keeping teachers. More people will go into the profession for pay that is worthy of all their hard work, late nights, dealing with unruly children, parents who think their child is entitled, low resource kids, testing, data that never ends. Administrators that care only about data. Not students or teachers for that matter. A profession I love, have a passion for and now anyone with a bachelors degree can be a teacher. It is not right!!!

I have taught students who have graduated from college making 45.000 thousand dollar their first year.And then again I plead with you as a teacher keep our profession with integrity. One that can only be attained by high qualified training at a college with the highest standards for teacher learning.

Remember too its about the kids, that is what this job is all about. How will the quality of there education be for those students taught by just anyone.

Think about it and make the right choice.

Just not anyone call fill a teachers shoes not many can come close.

---

**From:** Denise Farley [deniseafarley@hotmail.com]  
**Sent:** Saturday, July 30, 2016 3:51 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

1-Good things I see with this program is that it may work as a stop gap measure and perhaps get some people into education who truly love teaching.

2-Bad things I see is that this will put more on "mentor" teachers already overloaded in the classroom to help individuals without management and teaching skills.

Here are some of my suggestions after pondering on this. First of all, let me give you some background. I started my teaching career in 1994 after paying for and graduating with a degree in Elementary Education from the University of Utah with a Minor in Reading. I taught in the classroom for 3 years then went part time to teach individual students after becoming a trained Reading Recovery teacher. I have continued to work in Reading Recovery full time with a total of 21 years now in my district. I have seen a lot in those years as I attend faculty meetings. I have watched as teachers are required to do more and more with no more pay or prep time. Teaching has become an even more all consuming job where you can't go home at your regular paid time and be done. Last year 3 young teachers left teaching at my school. They had 2-5 years experience. All 3 are pursuing different paths then education.

I foresee that when you get other people into the schools where they deal with the same kind of issues as these teachers are, they will not stay long. This will create issues for the entire school but mostly will hurt students. These individuals will certainly need some extra training for them to be successful and I propose that the State Board of Education find a way to fund either online or some other form of classes or assign mentors that do this as a full time job instead of putting it on a "mentor" teacher. I know that I personally would refuse to be a "mentor" teacher because I do not have any extra time in my day and neither do the other teachers I work with. This is another form of dumping on teachers.

I honestly have seen this teacher shortage coming for years. There are ways to be more creative like job sharing for teachers who might be willing to work part time and have a family also. This will be an uphill battle as the attitude toward educators in this state continues to demean them and their knowledge and abilities. Every year when our legislature meets, I am more and more appalled at their renewed attacks and demands. I honestly think many of them have past issues with a bad teacher in their life and can't let it go! Whatever the case, these are my thoughts and I sincerely wish you luck in solving this dilemma. Denise Farley

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**From:** Hollie Leishman [hleishman@alpinedistrict.org]  
**Sent:** Saturday, July 30, 2016 1:51 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Hiring non-professionals to do a professional's job would create even more problems in Utah's educational system. Our students deserve highly qualified, motivated, responsible, ambitious, and passionate teachers. In order to attract these type of people the Utah education system needs to offer competitive pay, reasonably high expectations, and accurate and attainable feedback measures. A job that requires no training attracts people who are unable or unwilling to set and achieve goals, who have low expectations for themselves and the job, and who have little or no commitment.

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My email address has changed to [hleishman@alpinedistrict.org](mailto:hleishman@alpinedistrict.org)  
Please update your address book.

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From: Hank Postma [hankpostma@mac.com]  
Sent: Sunday, July 31, 2016 11:21 AM  
To: Board Rule Comments  
Subject: Academic Pathway to Teaching (APT)

I am writing in regards to the state school boards changes to teacher licenses. I believe this is a major problem.

As a CTE teacher I have worked with several teachers from industry who have decided to enter teaching. Although some of them became good teachers, it took a lot of work. Most of them came in with good content knowledge in their field (although the rules for the APT does not require this). They soon learned that their is a wide gulf between doing a job and teaching high school students to do that job. As part of the current ARL system teachers are required to take education classes about lesson/unit planning, methodology, pedagogy, classroom management, etc. This combined with a mentor program gave these ARL teachers the ability to survive in the classroom. This is why the ARL path was intended as an emergency route to a license (when a licensed teacher cannot be found), not the main rout.

This leads to my biggest issue with the APT program. The assumption that a "Master Teacher" will teach this new teacher all the stuff that they would have learned in education classes. This is what I would call a Bigfoot theory (something that could theoretically could exist, but I have never experienced any evidence that it does exist). I have been a mentor. We go into this situation with the assumption that the teacher has a basic knowledge of how to teach, and our job is to help them figure out how to apply their learning. Having a teacher who is completely green raises that workload exponentially. The way the "Master Teacher" is proposed sounds like it is a person with a lot of free time to dedicate to working with the green teacher. From experience, I can say this is not true. In our district, the "Master Teacher" is either someone who is already teaching a full class load or retired teachers who are basically doing charity work.

Please reconsider your decision on Academic Pathway to Teaching. I do not believe this will help fix the teacher shortage in this state, and it will add to the burnout of existing teachers.

--

Hank Postma

-I don't argue with idiots. They will drag you down to their level and then beat you with experience.

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<https://www.avast.com/antivirus>

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**From:** Laura Campbell [lcampbell@apamail.org]  
**Sent:** Friday, July 29, 2016 3:32 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathway to Teaching

I am a parent of Utah school children. I am also the parent of two licensed teachers (who were educated here in Utah). Both of my daughters have been teaching for over 5 years now. While the traditional route of licensure was the best option for my daughters, I believe having more licensure options is even better for Utah children! Academic Pathway to Teaching will be a great licensure option for many professionals who want to enter the teaching field. I especially appreciate that school districts can choose to hire teachers who are licensed the more traditional way - or choose to hire professionals who are licensed through APT. One way doesn't work for everyone - having more options is better for all! Too many times, qualified professionals who would be great teachers are unable to enter the teaching profession due to licensure issues. Thank you for being willing to think out of the box and come up with new and innovative solutions to bringing the best and the brightest into the teaching field for our children still in school. You have my full support!

Laura Campbell  
15609 S. Thunder Gulch Dr.  
Bluffdale, UT 84065

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**From:** Connie Sims [csims@apamail.org]  
**Sent:** Friday, July 29, 2016 5:12 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathway to Teaching

I am a parent of Utah school children. I am also the parent of two children that are trying to become teachers. While the traditional route of licensure was the best option for my daughters, I believe having more licensure options is even better for Utah children! Academic Pathway to Teaching will be a great licensure option for many professionals who want to enter the teaching field. I especially appreciate that school districts can choose to hire teachers who are licensed the more traditional way - or choose to hire professionals who are licensed through APT. One way doesn't work for everyone - having more options is better for all! Too many times, qualified professionals who would be great teachers are unable to enter the teaching profession due to licensure issues. Thank you for being willing to think out of the box and come up with new and innovative solutions to bringing the best and the brightest into the teaching field for our children still in school. You have my full support!

Connie Sims  
7515 S 5040 W  
West Jordan, UT 84081

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**From:** Jake Winegar [jwinegar@apamail.org]  
**Sent:** Friday, July 29, 2016 3:56 PM  
**To:** Board Rule Comments  
**Subject:** Academic Pathways to Teaching

I wanted to add my voice to the discussion regarding APT. I think it is a great opportunity to give LEAs and schools another avenue to recruit great individuals with a desire to teach. APT gives prospective teachers another opportunity to get licensed to teach. This will give districts and charters the ability to cast a larger net to evaluate talented individuals who want to make changes in student's lives. Ultimately LEAs are responsible for their students' academic achievements so I would take that to hire the best teachers available.

I read through several comments and I saw analogies about a doctor's educational background. i.e. you wouldn't want a poorly educated doctor to operate on you. That is correct you wouldn't want a poorly educated doctor to operate on you or a bad lawyer to defend you. My mind immediately went to my personal experiences with doctors. When I sought treatment I didn't randomly google 'rheumatologist' and pick the first doctor I saw. I meticulously read reviews of doctors and their results as a professional. Yes I looked at their educational backgrounds however, that is not what was most important. I researched their success rates. What qualified the doctor I chose were several variables not just her educational background. I don't believe the college you attend or licensing program guarantees a successful teacher, they can definitely help but it is not the end all be all. There are other intangibles that make a great teacher hard work, empathy, passion, working well with kids, communication, etc... APT licensing gives us more liberty to find these passionate people.

As was stated by others this is not going to be required, it is optional. If an LEA determines an APT licensed teacher isn't worth their time, you simply throw the resume away. I look forward to the possibility of interviewing more candidates and prospective educators to find the most qualified individual.

Thanks,

**Jacob Winegar**  
Junior High Director  
385-351-3090 ext 194



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**From:** Cami Chang [mailto:cami.chang@nebo.edu]  
**Sent:** Friday, July 29, 2016 1:17 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT Concerns

To whom it may concern:

I recently learned about the new rule that was passed to lower licensing standards for educators. This concerns me and weighs heavily on my heart and mind. As a relatively new teacher (I will be starting my second year in August), I know how valuable my education was in preparing me to be a teacher. Without classroom experiences and student teaching, I would never have learned, practiced, and seen good examples of how to manage and teach a classroom.

Without my training in classroom management, my first year of teaching would have been horrendous. If a teacher does not know how to effectively manage a classroom, good quality teaching does not happen, which means the students do not learn. Also, parents already get upset with teachers who do have experience with teaching and managing, so I can only imagine what would happen with APT teachers who have not learned how to manage and teach children in a school setting.

Not being required to have a knowledge of the Utah core standards in order to teach is inconceivable. If I don't know what my 6th graders are supposed to learn, how am I ever supposed to effectively and appropriately teach them?

I understand that there are opportunities to be trained in managing and teaching, but it is not required. I would feel very uncomfortable sending my future children to a school that hires unqualified teachers.

I realize that there is a teacher shortage in Utah, but an APT license is not the answer. This will create more problems than solutions. Please do something to change this rule and keep schools filled with qualified professionals.

Thank you for your time and dedicated work,  
Cami Chang

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**From:** Belinda Durling [bdurling@apamail.org]  
**Sent:** Friday, July 29, 2016 11:11 PM  
**To:** Board Rule Comments  
**Subject:** APT License is a great move!

I think the new rule for APT licensing for teachers is fabulous. I know there has been a lot of opposition against it so I want to throw in my support. I have read a lot of comments concerning the loss of pedagogy training and I feel strongly the teachers learn pedagogy best right in the classroom with mentors present. When they learn it in a classroom without practical application, it is not efficient.

I also feel that the way education is moving, toward more choices for parents, schools have become more accountable to parents. This is a good thing because I think it makes schools more careful about who they choose to teach in their schools. This rule gives schools the flexibility to choose the best person to make a difference for children without being limited to whether they have a certain type of license. And if a school doesn't want to accept a teacher candidate with an APT license, they don't have to. I think it is a win-win solution!

Thank you for all you do!

**Belinda Durling**

Elementary Director  
Draper 2 Campus  
801-810-3590  
[bdurling@apamail.org](mailto:bdurling@apamail.org)



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**From:** Holly Tippetts [hstippetts@gmail.com]  
**Sent:** Friday, July 29, 2016 3:56 PM  
**To:** Board Rule Comments  
**Subject:** APT proposal

I would like to voice my opposition to the proposed APT ruling. I find it unnerving that the State Board of Education, who holds the responsibility of protecting the quality of education in Utah would approve a policy that puts a simple patch on a very complicated, systemic problem.

It appears that all that matters is having enough bodies in each classroom. I ask you if that is sufficient for YOUR son, daughter, or grandchild. Not for mine.

Career teachers are far more than babysitters. They must understand content, pedagogy, kids and their developmental needs, scope and sequence, age appropriate vocabulary, classroom management, content specific skills and how they develop, lesson planning, and learning targets. They must know how to deal with learning styles, IEPs, gifted and talented and ELL students and a lot more all at the same time. It is a lot to ask someone to learn on the job without prior training and for the rate of pay given to teachers. It seems much more effective to me to pay the teachers who are trained to stay and build on their knowledge and skills without exposing children to underprepared babysitters.

As new teachers enter the field of education, it is hard enough to create a safe, successful classroom WITH a background in education. I can't imagine the extent of the problems created by teachers who lack that training. And the problems are not just for the teachers, but for their students and colleagues, also.

Please reconsider this proposal. Instead, protect the educational system in Utah and work on strong solutions to the real problems facing schools today.

Thank you,  
Holly Tippetts  
Parent and Teacher  
Provo, UT

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**From:** Julie Rodriguez [jrodriguez@apamail.org]  
**Sent:** Saturday, July 30, 2016 2:34 PM  
**To:** Board Rule Comments  
**Subject:** APT Rule

I understand that there has been a lot of negative feedback on this new APT rule, but I disagree. If a good professional teacher, that already has a bachelor degree, can be found, then we need to get them into our classrooms. Here are some reasons why APT will work:

1. APT increase local district control on how teachers are trained. I myself when through the teaching program at a University, and truly it did not really prep me to be a teacher in a classroom. We spent too much time talking about the philosophy of education instead of how to actually teach. Giving local control to the districts will allow them to highly train and mentor their teachers according to the district standards.
2. APT is completely optional for the districts. There are some districts that will choose not to use the APT route and other districts who are in need of teachers and will use them. It's giving the districts more options for who they are allowing to teach their children.
3. APT will not overpower those who get their degree in teaching and force current teachers out of work.

Please understand that there are so many positives to adding the APT route for the district to use. It is ALWAYS about what is best for kids, and it is about adding highly qualified professional educators into the classrooms.

*Julie Rodriguez*  
*4-6 Elementary Director*  
*American Preparatory Academy*  
*West Valley 2*  
*(385) 351-3090 ext. 129*

[jrodriguez@apamail.org](mailto:jrodriguez@apamail.org)



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**From:** Kaylyn Mueske [kaylyn.mueske@jordandistrict.org]  
**Sent:** Saturday, July 30, 2016 10:49 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

The thought that we would have individuals who have no experience in education teaching students is abominable! Teaching requires a special talent and special training. ARL positions make more sense.

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From: Donaldson, Brittany S [bsdonaldson@graniteschools.org]  
Sent: Saturday, July 30, 2016 11:00 AM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

As a seven year veteran teacher who obtained two masters degrees in education , I want to express that R277-551 would cause great detriment to our highly qualified teachers as well as significantly bring down student performance in Utah.

Teaching is not just "content knowledge " but an art form. It takes skill and extensive training to know how to manage a classroom of 30 + students that come from various backgrounds and diverse populations. You cannot just walk into a classroom each day with no prior experience and expect great results. Anyone who has a job knows that there is a training process one must undertake before they can go out into the field.

Another great concern that should be taken into consideration is who is going to train these "teachers" when they do come to the classroom? Please don't ask another overworked, underpaid, teacher to take on this responsibility for little or no compensation. That task is too much ! The reality is we simply don't have the time or the resources to do what is asked of us. We have our own classrooms and students to teach. There simply is no time to do it without running your veteran teachers to the ground!

Students in Utah deserve the very best of us because they are the future of our state and our nation. Putting an untrained person in a classroom is unfair to the students as well as the teacher in the current situation. What happens to the untrained professional when they have a refugee student come to their classroom and can't speak English and has been traumatized and is acting out in the ways they only understand? What happens when these teachers' cannot reach students who can't speak English because they don't have the skills necessary to know what to do? What happens when you have a violent child who harms other children and needs to be contained? Where do these teachers go when they see a child has been abused or neglected at home? These are all real and relevant issues that our students are facing everyday. I know this because these are scenarios I have had to deal with in my seven years of teaching. Harsh true realities!

I might add that teachers with no experience in classroom environments are going to burn out and quit in the middle of the year. It is going to be too much for them! What then? Put another unqualified person in their place and watch the cycle continue? Is that fair to the students who deserve only the very best?

Teachers have rallied and cried out to the legislature and governing boards that they are tired, underpaid, and devalued! Nothing has been heard. Is it any wonder we are losing the best to the growing economic opportunities Utah is currently experiencing? Why would I get paid a little more then minimum wage with advanced college degrees when I can make more somewhere else? Why do I want to teach when there are more obstacles placed before me?

Quit taking advantage of your best! Instead, value what they do. Treat them like the treasures they are. Appreciate them. Compensate them fairly and well! Invest in your best because they will give you the best! Remember, it is our students who deserve the most.

Sent from my iPhone

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**From:** Anna [awilliams@pcschools.us]  
**Sent:** Saturday, July 30, 2016 9:59 AM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I have been teaching for over twenty years, during the last ten of which I have served as an instructional coach for provisional teachers. To suggest that teachers do not need support, training and formal experience before entering a classroom is unsubstantiated by any body of formal research and represents a position that undermines formal education.

Teachers must be highly-skilled to meet the demands of Utah's diverse student population. We rely upon formal pedagogy to reach the autistic child, and we rely upon specific and targeted skill sets to support the teen refugee who has come alone to the USA to escape violence. We are endorsed to teach English Language Learners, and we utilize our training and solid understanding of differentiation so that we may continue to challenge our gifted and talented learners. Practicum hours and student teaching experiences guide us as we learn to effectively manage large class sizes comprised of our growing and changing demographic. The range of abilities and behaviors cannot be effectively addressed by someone who *simply has good intentions*. Would we expect the same of our physicians, pilots, lawyers, contractors, Etc? Absolutely not!

Please value teaching as the profession that may have the greatest impact on Utah's developing child!

These diverse and wonderful children represent Utah's future , and they deserve the very best. A college graduate with no student teaching, no understanding of how to teach language or reading and no practicum experience is not qualified to meet the demands of our changing classrooms. Utah's children deserve better!

Anna Martinez Williams  
Park City School District

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**From:** Nicole Robertson [nrobertson@alpinedistrict.org]  
**Sent:** Saturday, July 30, 2016 7:48 AM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

My child has had severe seizures. We don't know why they have happen but when they do they warrant a trip to Primary Children's. A highly trained team of nerologists problem solved and found the best course of action to stopping her little brain from over firing. Please explain to me how substituting a person who may be a psychologist, who, for years, has studied the brain, would be remotely qualified to do what her team of nerologists can do. By supporting R277-551 you allow for the possibility of Non-professional teachers to treat, examine, and diagnosis the best education for Utah children.

While I understand that there are some amazing professionals that would do wonders in front of a classroom, there is so much more to teaching than opening a book and expelling the material. I want someone teaching my children who, like me with my students, goes home at night and worries what they face, what kind of support they might have, worries about their emotional welfare in and out of the classroom, tries to connect with them, and reaches them across multiple curricula.

Inexperience in the classroom aside, with the uncompetitive wages a teacher in Utah is allotted, what kind of professionals are we attracting? Are we seeking out heads of companies with the skills to develop talents of these students? Or, are we attracting those who cannot perform in the workforce for whatever reason and are finding an "escape route" in teaching?

As a citizen in Utah, as a teacher in Utah, as a mom in Utah, I implore you to not support R277-551 and instead look for a true diagnosis of why we cannot recruit, train, inspire more amazing trained teachers here in our great state.

Thank-you for listening,

Nicole Robertson  
Mathematics Teacher  
Alpine School District

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**From:** Keith Weaver [kcw.bsg@gmail.com]  
**Sent:** Saturday, July 30, 2016 12:08 AM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I have a Florida Professional Educator's Certificate (Social Studies 6-12) and I have over 17 years experience as an educator at the secondary and tertiary level. I moved to Utah and applied for a Utah secondary license and was granted a Utah license at level 1. (My Florida license is an equivalent level 2.) I decided to go to work toward an elementary education license through ARL. I strongly support the Board's adoption of APT because I believe that I should not go through extra course work (with its attendant costs) when I have the teaching experience and teacher certificates already. I believe having a coach, regular principal observations and debriefings, and regular in-service professional development sessions would prepare me to teach elementary education just as much or even better than taking university courses. I have three degrees as well. I have more education than most of the teachers who go through education school. Also, I have received my Florida license through alternative licensure and I believe I am just as good and sometimes better than a teacher who went through ed school. If you want to get people with real world experience and, in many cases, a lot of education behind them, there should be a program like APT. Without alternative licensure programs states will not attract those truly motivated people who want to make a career change and become teachers. We need standards, but those standards should not be onerous for those who have already proven themselves successful in other areas of life.

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**From:** Kristine Pinegar [kpinegar@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 11:54 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern:

I am writing to express my extreme disappointment in the body of leaders who, for whatever reason, are endeavoring to further diminish the credibility of professional educators. The teaching profession has already experienced attrition over the past five years because of a political dictatorship that has given teachers directives on what they will teach, how they will teach, when they will teach, and are told to what degree ALL students WILL learn the concepts they have been taught. And to add further insult, the teachers have been told that if ALL students do not perform to a predetermined level of proficiency, they will have failed as teachers. After years of emphasizing the individuality of each learner, we have now "raised the bar" to a level that is difficult for even our better students to reach! We are ignoring the essential elements that contribute to the success of our students. We are trying to push our students farther and faster and are forgetting a key factor: developmental readiness. We are also ignoring the innate ability or lack of in each individual student. We give no credence to socioeconomic, parental support, stability of family situations, or obscene class sizes. We have set the standard and that is that! We are expected to take our students to same destination, in the same vehicle, at the same accelerated rate of speed, and they WILL be proficient.....or else!! No time to reteach, revisit, review, or insure retention and understanding. No time for teachers to create a love of learning, in an environment that promotes a healthy sense of self for each child. We have ceased to value and acknowledge the individuality of these very special, unique children we are charged with and given the privilege of serving. And now, heaven forbid, we are told that the profession we were trained for and have spent years fine-tuning and honing our skills in order to be better and do more for, is now up for grabs to anyone with a degree in anything. Seriously? I have to jump through hoop after hoop after hoop each year just to "prove" myself worthy of retaining the job I was trained to do. But suddenly, teachers are not in vogue anymore, and we are now going to let anyone try their hand at it, for the asking. We are required to participate in ongoing professional development and collaboration activities, to the extent that we barely recognize that summer has come and gone. Whoever used the terms "insulting" and "demoralizing", hit the nail on the head! In the past two years, in one school, I have seen five amazing teachers leave a profession they loved, because they are being asked to do the impossible, with limited resources, and with class sizes that are shameful. They could never do enough or be enough and these teachers were spending their lives at the school, giving 500%! They going to redirect their talents into something they can love and for which they are appreciated for their contributions.

Sad. Disheartening. Under valued. Under appreciated. Under compensated.....considering the charge they are given. And we wonder, "Where have all the teachers gone, long time passing...?"

Please revisit any thought you have of opening the role of educator in our public schools to untrained, inexperienced, unqualified graduates of genres unrelated to teaching. Focus on the root of the problem and

work to resolve the real problems that are discouraging current, as well as, potential teachers.

Thank you,

Kris Pinegar  
Special Education Teacher  
ASD / Foothill

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Please note my new e-mail address

Kristine Pinegar  
Foothill Elementary

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**From:** Bill Spence [billspence@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 7:43 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

If some teachers can be exempt from certifying through the current system, then all should be exempt. Successful teaching is much more than knowledge of the subject matter. I have learned a lot from experience during my 39 years as a teacher that I did not learn in my college classes so there is a lot to be said for on the job training. but that takes away from the mentor teacher's time with little compensation. That issue needs to be addressed. School board members need to listen to teachers more before jumping the gun on policies without thinking them through.

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**From:** KayeLyn Harris [kayelyn.harris@ccsdut.org]  
**Sent:** Friday, July 29, 2016 5:12 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

When are teachers going to be treated as educated professionals? Getting a B.S., M. Ed, even a PhD means nothing. Thank you for telling us our educational pursuits aren't worth it!

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**From:** Lori Vliet [lvliet@alpinedistrict.org]

**Sent:** Friday, July 29, 2016 4:25 PM

**To:** Board Rule Comments; Lori Vliet; Leslie Payne; Kristina Adams; Ken Higgins; Kylie Childs; Marci Burnside

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom This May Concern = ALL of our Wonderful Utah Communities ~

I take great pride in being a professional teacher. I continually invest in my education in improving my teaching and subsequent education of my students. No other profession allows its professional community to be inundated by non-professional practitioners, so why would we educators?

As this is a placebo to the teaching shortage in Utah, I suggest that the legislature correct the salary benefit deficits that plague our profession. Our Utah communities are not truly valuing the professional educators who teach and serve their children. Money does help to solve this teaching shortage; as a hard-working & underpaid sixth grade teacher, my salary does not reflect the honorable profession that I chose to work in.

Thank you for considering the money route to remedy this teacher shortage. A profession which is valued will be rewarded with appropriate pay and benefits.

Respectfully ~ Lori Vliet, Ridgeline Elementary School, Alpine School District

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*Mrs. Lori Vliet, Sixth Grade Professional Teacher*

*Eagle Valley Elementary School, Eagle Mountain, UT*

*Note: My email address has changed to [lvliet@alpinedistrict.org](mailto:lvliet@alpinedistrict.org)*

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**From:** Jaime Woolley [jwoolley@granitesd.org]  
**Sent:** Friday, July 29, 2016 4:18 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Dear School Board Members,

I hope to urge you to consider the dire consequences of *lowering* the requirements for acquiring a professional teaching license. This route would be detrimental to all parties involved. It will negatively interfere with the quality of education our children receive and it undervalues the teachers who have invested so much into this profession.

Teachers are educators, nurses, psychologists, clear communicators, writers, creators, organizers, collaborators and so much more! Simply being a master of your "subject" does NOT make an effective teacher. I have seen first hand the results of an ARL teacher taking over a class with absolutely no classroom experience. She was unable to meet the academic and social needs of her students which left them at a serious disadvantage at the end of the year. I can't imagine any parent would want this experience for their child.

I am a 19 year veteran teacher. I have a BA in Elementary Education and a MS in Educational Technology: Instruction and Design. I received my English As a Second Language endorsement over 13 years ago to better serve my students. This does not include the ongoing professional development I complete each year. Prior to receiving my Bachelor's degree, I completed literally hundreds of hours of classroom practicum time as well as my 4 months of student teaching for 7 hours a day, 5 days a week. Classroom experience is EVERYTHING!

New teachers are not drawn to our profession because of the lack of support shown to educators, little parental involvement and the low salaries offered. Some veteran teachers are leaving for the very same reasons as well as the increasing expectations being placed on them without consistent support.

We adore these children. These children are our future nurses, lawyers, architects and some will even fill School Board positions some day. Please help us to get the message across that teachers matter! We make a difference in the lives of so many children. This responsibility cannot be taken lightly by lowering the requirements to receive a Level I Teaching License. Experience and knowledge of educational/instructional practices are the cornerstones to success.

This is not the way to improve the education students receive in Utah. Higher per pupil spending (up from our 51st ranking), increased salaries, improved teacher support and continued high expectations WILL improve student outcomes as well as teacher retention.

Thank you for hearing our voices. Our students matter and we matter.

Respectfully Yours,

Jaime Woolley  
Granite School District

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From: LEONARD and KELLY ESPARZA [kelesp@msn.com]  
Sent: Friday, July 29, 2016 4:04 PM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

Please do not pass this rule!! Please explore other ways to retain teachers and reduce the high turnover rate. Pay us what we are worth!

Thank you

Kelly Esparza

Sent from my iPad

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From: Affleck, Kathy R [kraffleck@graniteschools.org]  
Sent: Saturday, July 30, 2016 10:30 PM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

As a teacher I understand the importance of having well-qualified professionals in the classroom. Teaching is a skill that requires both training and practice to master. There is already a mechanism in place to enter the teaching profession from an alternative career path that ensures proper mentoring and training occurs. Do not dilute the teaching profession by adding this so called "academic pathway". It is not academic as it requires no teaching training, teaching theory, or pedagogy coursework.

## Akin, Kathy

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**From:** Rasmussen, Benjamin  
**Sent:** Sunday, July 31, 2016 11:27 AM  
**To:** Akin, Kathy  
**Subject:** FW: Comment on R277-551 - Academic Pathway to Teaching

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**From:** Cyndy Mikesell [cyndy.mikesell@jordandistrict.org]  
**Sent:** Saturday, July 30, 2016 8:05 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Teachers should be certified to teach. Attend college courses for education to graduate.. Not just any profession. A person should not be allowed to teach children without a degree in Education. Its demoralizing and degrading to teachers who have been in the profession for years. Pay all teachers including veteran teachers what we are worth. Teachers who care and love their job. Who are in teaching to see growth in students. Just not a pay check. Pay us what we are worth!!!!!! How would you like to have a teacher be your dentist, doctor, attorney who have no training and just waltz in with a bachelors degree and be able to do a their job!! Teaching is not as easy as everyone thinks. The board of Education of all people should know this. Your going to get people who have a bachelor degree that can't get a job in there field and then applying for a teaching job because they think its so easy. What will the quality of education be for the students. They won't last long that is the [truth.it](#) will cause so much contentions in the schools good teachers will be gone. And then that's who will be teaching our students. People with no background in the field. It is the worst decision. And the the Utah Board Of Education to come up with such an insane idea should be ashamed. I have been teaching for 33 years. They have taken away our professional development days, career ladder money and they take and take they give and then take back not good tactics to keep teachers from leaving or staying or going into [teaching.at](#) all. Teachers who have their masters degree are stuck with no lanes or steps to move up in the profession for a pay raise except to get a doctorate degree that its not worth the out of pocket for the pay we would get when we are done. Oh you could do your administrative license but some teachers love the classroom and don't need to be the head of anything they just want to teach. As a veteran teacher I have noticed over the last five years veteran teachers are being pushed out of education because we are told the new teachers know more than us. REALLY!!! We have had more experience than them in the true setting of teaching. It is frustrating! we have taking classes on our own time. Payed for many out of our pocket but still not good enough. As a long time educator it saddens me that it has come to this.

If you pay teachers what they are worth that will be the key to keeping teachers. More people will go into the profession for pay that is worthy of all their hard work, late nights, dealing with unruly children, parents who think their child is entitled, low resource kids, testing, data that never ends. Administrators that care only about data. Not students or teachers for that matter. A profession I love, have a passion for and now anyone with a bachelors degree can be a teacher. It is not right!!!

I have taught students who have graduated from college making 45.000 thousand dollar their first year. And then again I plead with you as a teacher keep our profession with integrity. One that can only be attained by high qualified training at a college with the highest standards for teacher learning.

Remember too its about the kids, that is what this job is all about. How will the quality of there education be for those students taught by just anyone.

Think about it and make the right choice.

Just not anyone call fill a teachers shoes not many can come close.

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**From:** Douglas Wyatt\_cascade [dwyatt@alpinedistrict.org]  
**Sent:** Saturday, July 30, 2016 12:49 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern,

I went into teaching so I can be positive influence in students lives. I worked hard and paid my own way through the teaching program at BYU. I drove one hour to do my student teaching in Salt Lake City and one hour back. This lasted for 2 1/2 months. I felt if I could hone my skills in the roughest schools in Salt Lake City I would be able to make it as a teacher. I spent hours preparing lesson plans and being observed over and over again to get better at the profession of teaching! I was able to successfully finish my teaching degree and then pursue a teaching position. I interviewed at 16 different schools before I landed my first job offer! I have been teaching at Cascade Elementary for 15 years now! I am a male teacher who has been able to make ends meet on a teaching salary. I have gotten more education so that my pay has been able to increase. I am loyal to Cascade Elementary and to public education.

This Academic Pathway to Teaching doesn't address the real reasons for Utah's Teaching shortage. This will put more pressure on teachers and administrators when they have to pull the weight of these unqualified, underprepared, unproven, uninvested, applicants that couldn't make it in their chosen field of expertise. My own kids attend our local title one public school and my wife and I have been extremely happy with their highly qualified teachers so far. My daughter just finished fifth grade and my son just finished second grade. We wouldn't hesitate for one second to withdrawal our own kids from this school if they were assigned a teacher that was hired on this Academic Pathway to Teaching. Please look at other options to fix the teacher shortage and really invest in Utah's Education.

Best Regards,  
Mr. Douglas Wyatt  
6th Grade Cascade Elementary Teacher

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**Mr. Douglas Wyatt**  
**Cascade Elementary**  
**6th Grade Teacher,**  
**Webmaster, Ipad Lab Manager, and CTL**  
[dwyatt@alpinedistrict.org](mailto:dwyatt@alpinedistrict.org)  
[Classroom Website](#)  
**801-610-8102 EXT 136**

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From: Stephanie - Gmail [curlymom@gmail.com]  
Sent: Saturday, July 30, 2016 12:13 PM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

I moved to Highland three years ago from Virginia, and was floored at how uneducated our new teachers were. In the Prince William County Schools we had experienced in VA, teachers were not hired unless they had Masters Degrees. Granted, we had a couple of teachers that were finishing up their Masters Degrees as they taught my children, so I don't know if they were hired as their degrees were in progress or if those were secondary Masters Degrees. That being said, I have also had university professors with PhD Degrees and a wealth of knowledge in their chosen subjects whose lectures were oral chloroform. Increased knowledge and education don't always assure a teaching proficiency.

I recommend that Alpine School District hire teachers who are both educated and knowledgeable in their subjects, and who have had pedagogy training. If the prospective teachers fall short in any of these areas, make sure they receive the necessary education either before they embark on their career teaching our children, or concurrently.

Thank you.  
Stephanie Eliason

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**From:** Linda [lhilton@pcschools.us]  
**Sent:** Friday, July 29, 2016 3:13 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

As a 35 year veteran in the teaching profession, I am mortified that APT is even on the table for discussion. Teaching is a profession just like medicine, finance and the law, and should be treated with the same kind of respect. (The fact that we are not is a completely different issue!) Not everyone has the ability to be a teacher, or doctor, CFO or attorney; the process of obtaining a license weeds those with a lot of passion, but not the ability, out. Would you want someone who likes the idea of being a doctor, but didn't get the training, treating your son or daughter? Would you want someone who likes money managing your finances? Would you let someone who watches a lot of Law and Order defend you in court? Why on earth would you want people who feel qualified because they went to school during their lifetime shape the minds of the future? Why would you think a high school diploma makes someone qualified to be a teacher? Just because I have a drivers license doesn't mean I can drive a big rig. Wake up and smell the damage APT could do to the education of of Utah's Children!

Linda Hilton  
5th Grade Teacher  
Park City School District

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**From:** Daphne Stockdale [stockdaled@carbonschools.org]  
**Sent:** Friday, July 29, 2016 3:08 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I really am not one to take political stands because I feel like I don't know enough to voice my opinion. But, the alternative path to teaching is very frustrating to me. Those of us in the profession work very hard to get and maintain our teaching degrees. It's not just about what you know. It's not that those who "can't do, teach." It's about HOW to teach. It's about loving kids. It's about pay. I have a child that really expressed an interest in becoming a teacher and as an educator, I told her she better find something else. They want us to encourage our students to become teachers, but why would I do that when our field is unappreciated, underpaid and misunderstood?? You truly do not know what it is like to be a teacher until you are there. I would never assume that I knew what a lawyer or accountant did just from visiting their office so why then, do others assume they know what it's like to be a teacher??? Rather than just letting anybody teach if they can pass a test and a background check, why don't we compensate our teachers better for their time and talent? Why don't we look at what they do, the hours they spend and the lives they effect? Why do new teachers leave after the first year or two? I'll tell you why - they are underpaid and overworked. Our new teachers have to do so much to PROVE that they know what they're doing. It really is ridiculous! It takes you a little while to figure it out, just like any profession. You're always getting better. Let's pay our teachers what they're really worth so we can acquire and keep those that truly are good at what they do. There are so many that leave the field so that they can provide for their families. The rest of us are just crazy enough and love kids so much that we figure out a way to make the salary work, but we definitely aren't running on vacations in our so called "time off" and we aren't living the high life. We are just maintaining and getting by so that we can enjoy what we do and hopefully change lives for the better!!

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**From:** Lesa Cox [lesacox@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 3:07 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Please do not ruin our schools further by putting individuals (because I can't call them teachers they haven't earned it) into the classroom who do not know how to write lesson plans, Individuals who do not know classroom discipline, individuals who do not understand the mental and physical aspects of teaching children. Lastly, do not make it so that teachers do not want to go to college and truly learn to teach, only to be displaced by a tested individual.

You think there is a teacher shortage now!!! There maybe a surge of individuals seeking to teach at first, but then you will have few Highly Qualified Teachers than ever before!

Lesla Cox  
Orem High School  
"Giving Experiences for life  
Not just a Grade!"

-----Original Message-----

From: Lamb, Mary C [mailto:mlamb@graniteschools.org]

Sent: Friday, July 29, 2016 2:56 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

Allowing any warm body off the street to be a teacher? I am appalled that this idea is even being considered. I have had many "experts" come to my classroom to share their knowledge with students, but they needed much help from me with how to actually teach the material. Managing attention and behavior was completely up to me. Subject knowledge is a far cry from being a good teacher!

I am very upset that my school board member, Leslie Castle, even brought this idea forward. Her comment to the Democrat Caucus about not doing something about the teacher shortage was ludicrous!

Please do not allow this disrespect to my chosen profession to happen!

Mary Lamb  
6th Grade Teacher (29 years)  
524 S. 800 E.  
Salt Lake City, UT. 84102  
801-209-6068

Mary Lamb  
Sent from my iPhone

-----Original Message-----

From: Jimmy Adair [mailto:jcricket6048@yahoo.com]

Sent: Friday, July 29, 2016 2:51 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

I am concern about this bill promoting the idea that they are suggesting to hire teachers without going to classes to improve their teaching. I want them to say no on this bill and let those who are interested take some classes on improving their skills in teaching

Sent from my iPad

**From:** Jen Madsen [mailto:jmadsen@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 2:50 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I understand that there is a current lack of qualified teachers to meet the needs of Utah students and that APT is meant to remedy this. However, the deeper issue is a problem within the system: underfunding, large class sizes, and a culture of teacher-blaming leads to burnout. Our profession is more than knowing a subject. Our study of pedagogy and classroom management allow us to confer our subject knowledge to kids in ways that is engaging, meaningful, and clear.

My first year of teaching was difficult, and I've come to understand that this is not uncommon. Even with the classes I took in child development and management, the reality of a (large) number of students in one room came as a shock. I can't imagine the challenge to someone who doesn't have the benefit of that previous training.

Please consider alternative structuring and bills that will make the educational system better and more attractive to qualified teachers rather than simply look to fill in gaps.

Thank you,  
Jennifer Madsen

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My email address has changed to [jmadsen@alpinedistrict.org](mailto:jmadsen@alpinedistrict.org).

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**From:** Susan Anderson [mailto:ska\_kda@yahoo.com]  
**Sent:** Friday, July 29, 2016 2:28 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern:

I have had five of my own children go to public schools in Utah. Most of the time they have had very good teachers. The worst experiences they had were with brand new teachers. Why? Because the teachers needed experience in teaching to become better. I can't even imagine how poor the educational experience would be for a student who had a teacher that had never been through a teacher education program.

In two years I will be retiring from teaching. I have taught 28 years in the State of Utah. One may wonder why I would even care about this since I am so close to the end. I care because nine of my grand-children will or do go to public schools in Utah. I don't want them to have to "survive" through a bad classroom experience.

I have found that the education classes sort of "weed out" those who simply are not prepared to become a teacher. I have had several student teachers who finished their student teaching and decided that teaching was not for them. Teaching is hard work! I would invite any legislator to take over my classroom for a week to see what the demands on a teacher are like!

Our children are our most precious resource. Why would we allow someone who is not a professional to experiment their teaching abilities on them?

Finally, last year I had several teachers tell me that some of the math teachers at our school knew a lot about math, but didn't know how to teach it so that they (the student) could understand it. I, myself constantly struggled with math. Can you imagine how frustrated kids will be if that is multiplied by many classes?

Please reconsider this proposal.

Sincerely,

Susan Anderson  
2552 North 850 West  
Provo, UT 84604

**From:** Nanette Morgensen [mailto:[nanette.morgensen@beaver.k12.ut.us](mailto:nanette.morgensen@beaver.k12.ut.us)]

**Sent:** Friday, July 29, 2016 2:24 PM

**To:** Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom It May Concern:

I am currently a Special Education teacher and feel there are other routes to take instead of implementing the APT method. I was shocked when I read in my email what was being proposed with this issue. My daughter is currently attending college and has been accepted into the elementary teaching program. She has about 1 1/2 years to finish her degree. So, you are saying all that my daughter has gone through such as paying expensive college tuition, living expenses, and all of the countless hours of homework and studying is going to be for nothing. You would just hire someone off the street to teach the great students of Utah. I have high respect for the state of Utah and am so amazed that something like this is even being thought of.

Let's get to the real problem of why we have a lack of teachers in our state beginning with the Praxis tests. My daughter is required to pass four individual tests to get her Elementary teaching degree. The very first time, she passed three of them. The Social Studies test is the craziest test she has ever seen and after hearing about it from several people feel the same way. She has paid over \$200 to take this one test several times and each time just missing it by a point or two. Now, yes some may be her fault but she has studied so much material and goes to take the test and it is on something way out there that most people wouldn't even know. For instance, the last test had 5 or 6 questions to do with quotes from people she has never even heard of other than Gandhi. Why do these tests have to be full of nonsense. It seems the testing people just want more money and so they make some far out test to keep you coming back. It is so upsetting. She is going to be an Elementary teacher that probably won't be teaching very much social studies and you would think she is taking a test to be a college professor. If teachers can't pass these tests, then they don't receive licensure. This is just one of the issues but it is a big one.

I have full faith that the right decision will be made when it comes to educating the students in our state. Thank you for your time.

Nanette Morgensen

**From:** Jan Hunsaker [mailto:jan.hunsaker@nebo.edu]  
**Sent:** Friday, July 29, 2016 1:49 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

**I was an administrator in two charter schools, where we hired many professionals without traditional licenses. I can honestly say - it was a nightmare. Someone, usually me, was training a "teacher" or dealing with the backlash of professionals that were not equipped to teach. Those were the worst ten years of my career. I soon returned to the traditional system on purpose. The faculty turn-over rate in charter schools is ridiculous because of this. Is that what you want in traditional schools?**

Jan S. Hunsaker  
Spanish Fork High  
English, Debate

**From:** David G. Smith [mailto:david.smith@ccsdut.org]  
**Sent:** Friday, July 29, 2016 1:45 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern,

I have been working through the ARL (Alternative Routes to Licensure) since 2012. I first applied to State Office of Education in 2009. I was hired by Bear River High School in 2013 and have been diligently working through my coursework and licensing program. I have just finished my final class, Methods of Teaching Business & Marketing at Utah State University. I have spent well over \$5,000 and countless hours on this program. May I say, every minute and every penny was worth it based on the classes that I took in classroom management, pedagogy, special education and diversification.

I received my MBA from the University of Phoenix in 1998 while working full time and supporting a stay at home wife and three children. I gained years of experience in the business and marketing sector. I was influential in building recognition and establishing the ground work for what is known today as the Defense Travel System (DTS). I spent days at a time on the road visiting military installations and away from my family. I spent countless hours in selling million dollar advertising campaigns and distribution programs in the hospitality & tourism industry. I have organized and ran three LLC's, and continue to manage real estate and development projects. But I have not found a more demanding or mind and time consuming job as that of a High School teacher.

I have taught at the University of Phoenix, Utah Valley University and am now an adjunct faculty member with Utah State University and will be teaching economic and financial concurrent enrollment classes at Mountain Crest High School.

I give this background information so that you will know that I support the efforts to bring more industry experienced teachers into the classroom and I'm grateful for the opportunity that has been afforded me to do what I do. However, I have a lot to learn about educational skills in secondary education. As mentioned, every penny spent in my ARL program has been worth it. My mentoring teachers, Pete Watkins, Clair Schenk, David Anderson, Sherry Crosbie, and Amy Norman have provided valuable insights into what it takes to develop curriculum and manage a classroom effectively. However, their support was in addition to their own classroom obligations and in no way could have ever provided me the background and educational insights that I have gained in going through the ARL program. Administrators like Kristy Capener and Teri Cutler have given great support to my growth, but again, would have never been able to provide all that has been gained in attending classes and having to work for the educational license.

I feel that the State Board has cheapened my experience and discredited that which I have been asked to do and accomplish in order to call myself a teacher and educator. I've always stated, "I know business, but can I really engage, inspire, and educate high school students to want to pursue business and entrepreneurship?" I believe

that what we require of secondary educators to go through in order to stand in front of a classroom is needed. By lessening standards and requirements, you are lessening the quality of education, but also the quality of the mentoring programs and would place many unforeseen burdens on an already tasked educational and administrative workforce.

Take care of those that have proven the desire to educate by requiring the much needed training, coursework and mentoring programs. Give our children the best we can.

Thank you.

--

*David G. Smith, MBA*  
Business & Marketing Education  
Mountain Crest High School  
(435) 612-0347  
[David.Smith@ccsdut.org](mailto:David.Smith@ccsdut.org)



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From: Stacy Jewkes [stacyjewkes@gmail.com]  
Sent: Sunday, July 31, 2016 10:15 AM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern:

I'm an elementary teacher in Tooele school district. I'm writing in regards to the new apt policy passed by legislators recently. I'm disheartened and disgusted that our local political leaders do not respect my profession as an educator, and the education of students in our state.

There are open teaching positions in my school. Four people applied and none of them had a teaching certificate. One was a bee keeper, thinking that he could teach students about bees all year. 0 out of the 4 didn't even know what a reading block was!!!! Yet my principal was forced to choose the best unqualified candidate. I fear for the students in that classroom this year. Especially where the stakes are so high to perform adequately on the sage test. Utah will soon become a state of uneducated, illiterate, children. If we continue to put "warm bodies" in the classroom... How are they going to pass the ACT?

I feel that I need to call the school where my own children are attending and make sure they are in a classroom with a licensed teacher. If not, I will see to it that they are taught by a trained, licensed teacher. I will not leave their education up to chance. I will also encourage parents to do the same for their children.

When I go to the doctor I don't have to call the office beforehand to make sure they are a certified, trained Doctor! However, I do I have to do that for my children's teachers!! That doesn't make sense.

Now onto the issue of my profession as a teacher. I attended college and earned my degree in education. I also continue to take classes to keep my license current and stay current on the latest research based teaching practices. However, this new Utah policy has made it so that "anyone" can do my job. I beg to differ!!!!!!!!!!!! I can't walk into a dr.'s office and do what they do without the proper training, so why does the legislator think that just anyone could do my job!!

I see these " warm bodies" quitting during the school year, leaving students in their wake, because they can't hack it. I see certified teachers working without getting paid, pulling double duty, to help these untrained people "teach" their students. I see good teachers leaving this profession because of lack of respect!!!!

Let's address the real issues!!! Low teacher pay, low morale, high class sizes, lack of funding!!!! Let's fix that!

Utah's students matter!!!! They deserve the best education from someone who has been trained and certified to do it!

Teachers in this State deserve the utmost respect for the good that they do with the little they have!!!!

Please reconsider!!!! The future looks bleak!

Stacy Jewkes

Sent from my iPhone

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**From:** Ryne [wryness@gmail.com]  
**Sent:** Friday, July 29, 2016 7:24 PM  
**To:** Board Rule Comments  
**Subject:** Comments: The APT doesn't support the USOE's mission

Hello!

I am a teacher in the Granite School District, and I'd like to offer my perspective on the pending ruling about the Academic Pathway to Teaching (APT) license.

I appreciate the work the State Board of Education does to further excellence in our Utah public schools. It's hard to please all school stakeholders, but it's important for us to follow the path that leads to the best possible outcomes for our students. The APT program is not the best path, and in fact there are excellent options already available to those who wish to teach but do not have a teaching license. Our State Office of Education already provides options such as the ARL (Alternative Route to Licensure) program. Passing a teacher certification test is NOT equivalent to the training received in the ARL classes or a college teaching program. We need to maintain high expectations for new teaching hires, and the existing programs like the ARL do this well enough.

Our existing programs ensure excellence in teaching. Two of my friends/colleagues are perfect examples of this: they began their careers with college degrees, but no teaching license. Because of this, they were hired with the condition that they would take ARL evening classes their first year of teaching. By the end of the school year, they had earned their teaching licenses. They spoke highly of what they learned in ARL about classroom management and student learning. Similarly, I know that my university's English teaching program was superb for preparing me to be a teacher. I concede that there are few people who are "natural teachers" without such training, but we shouldn't gamble an entire year of a class's learning to see if their new untrained teacher really knows what they are doing.

University certification programs, along with our existing state programs like ARL, provide the structure, training, and oversight that are necessary to promote good teaching. So many people complain to the USOE that our students need less testing; why do these same people assume that a prospective teacher can pass a single state test and somehow prove they're qualified to teach almost any subject in our schools?

The APT does not ensure sufficient oversight and training for new teachers. Please take the high road and support the best path for our teachers and our students' learning.

Sincerely,

Ryne Steinacker  
English Teacher

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**From:** michele dieterich [telechele@hotmail.com]

**Sent:** Saturday, July 30, 2016 10:15 AM

**To:** Board Rule Comments

**Subject:** Licensure

It would be criminal to put people into classrooms without proper teacher licenses which assures their access to the training and tools necessary to be successful. I don't know what I would have done in my first few years without that training.

Michele M Dieterich

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**From:** Paula Forbes [pforbes@alpinedistrict.org]  
**Sent:** Friday, July 29, 2016 3:38 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom it May concern:

Twenty one years ago, my family lived in California. Several years before the state school board had implemented the same licensing rule that you are proposing. If a person could pass the CBEST test, he/she could get a teaching license. That rule was short lived. Why would Utah implement the same failed path to gaining a license? Please look into the history of this and learn from it rather than repeat it.

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Thanks,  
Paula Forbes  
Special Education  
[pforbes@alpinedistrict.org](mailto:pforbes@alpinedistrict.org)  
801-610-8707

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From: Lindsey [lindsey.curtis@jordandistrict.org]  
Sent: Friday, July 29, 2016 3:36 PM  
To: Board Rule Comments  
Subject: Comment on R277-551 - Academic Pathway to Teaching

To Whom it May Concern,

As a teacher, I am gravely concerned about someone just stepping in without any idea on what it takes to be an effective teacher.

For the sake of our students and their academic futures, we need to find a better way to motivate our teachers into staying in the profession. One suggestion is that we hire teachers' assistants to help with the work demand such as grading and help with the independent testing.

Thanks for your time,  
Lindsey Curtis

**From:** Craig Peterson [mailto:craigwpeterson@gmail.com]  
**Sent:** Friday, July 29, 2016 2:06 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Support on R277, Academic Pathway to Teaching

I would like to express my support and appreciation for the new state rule regarding a new path for teachers to be licensed. As someone whose parents both taught in public education I can appreciate the coursework and preparation universities provide to hopeful teachers. At the same time, I had a very smart brother who did not go into teaching math, despite his expertise and love of teaching, because he decided on a major that did not provide a license.

This rule gives one more option for districts to be able to help qualified, intelligent people receive appropriate training and to become licensed to teach our youth. It does not force districts to change anything since it is simply another option. Districts can elect to not use the APT route if they do not want to.

I like that it gives licensing and training accountability to districts who are ultimately responsible and accountable for their teachers' performance. It allows smart, educated people to become teachers while being trained in a very hands on, authentic setting. The university programs do their best, but they are not hands on and it is mostly theoretical. How powerful it will be to have teachers being trained by other mentor teachers while engaging with students and doing what they love.

Please continue the APT route for teacher licensing. I know it will benefit my three children as they grow to have dynamic, expert, highly trained teachers whose district can work with them at a local level.

Regards,  
Craig Peterson  
Invested Parent

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**From:** Margo Ungricht [bluestarfamily2@yahoo.com]  
**Sent:** Sunday, July 31, 2016 7:18 AM  
**To:** Board Rule Comments  
**Subject:** teacher certification

I appreciate this opportunity to share my concerns and observations regarding alternative routes to certification as a teacher. The issue causes me great concern and I wish to share those concerns with you.

I realize that our state is continually growing. My district, Alpine School District, figures in a 2% natural growth into its yearly budget and plans, and has done so for many years. This translates to providing quality education for each child who walks into a school. I have faith in the teachers in my district because they have shown commitment to education through their own educational progress.

This is a deeply personal issue for me. Four years ago, my daughter and her husband were living in Lawton, Oklahoma as my son-in-law was finishing his military service after two tours of duty in Iraq and numerous injuries sustained as a result of his service. I had visited frequently, and observed the evolution of my grandson's education experiences go from the excited and proud kindergartner at the beginning of the year to a child afraid of going to school because of daily punishment for not knowing how to do columnar math homework - in kindergarten. I convinced my son-in-law to let my daughter and their children to come to Utah, with one major reason being this: my grandson would have a second chance at quality education in my school district with qualified, well-trained teachers. It has taken three years for him to recover, and for my daughter and her husband to trust public education.

I firmly believe that opening the ranks of educators to those who are experts in their field but not trained in pedagogy and principles of learning and assessment is a Pandora's box of damage. While it will fill a desperate need for teachers to meet the capacity concerns of students per classroom, it does not assure quality education for those students. I taught in Georgia, which allows for alternate paths of certification. Across the hallway from my classroom at H.V. Jenkins High School in Savannah, I observed an out-of-work stage actor who was supposed to teach English. He knew nothing about the scope and range of teaching concepts of writing, analysis, critical thinking, reading, language acquisition, and the diverse learning needs of his students. He did not grade papers on a consistent basis because he knew nothing about the pedagogy of learning. He knew only his experiences as an actor and a high school student. After two years, the principal did not renew his contract; the students who relied on him for education were no further ahead at the end of the year than they were at the beginning of the year.

The use of unqualified individuals to teach in our classrooms also places a heavy burden upon those of us who are experienced and seasoned educators. I care about the teachers around me, and have often mentored new teachers both officially and as a matter of professional courtesy. I do it because I care for the quality of educational system delivery for the students, and for the culture of learning in my building. Four years ago, I walked into our teacher collaboration area to use the copier. One of our alternate route math teachers was talking to an alternate route Spanish teacher, their backs to me. I must have been stealth-quiet, because they didn't know I was there. The math instructor was telling the other instructor about how she hated her students, and had just assigned four pages of math homework over the spring break. The other individual was surprised, and asked her why. "Because my classmates in high school were such jerks, and so were the teachers. What goes round comes round." I went down to the principal and shared this with him, and then begged him to not allow this woman access to our students the next year. Yes, I could have spoken up and guided this teacher. I do not have time to instruct someone who should have walked into the building with even basic appreciation for students and teachers; it should not be something I have to "teach" another adult.

After having taught for nineteen years, and intending to teach another five to ten years, I have witnessed many types of teachers and instructors and the problems/glories which go with each. It boils down to this, however: the child sitting in the seat in the classroom. It boils down to the parents who send those children into that classroom, and their belief that their child will be safe, will be taught by a professional teacher who can be held responsible for what he or she teachers or fails to teach. It is the conversation which occurs on a daily basis, and with the belief that the teacher has the passion for teaching children successfully. It's the understanding that not only does this teacher have expertise in the subject area, but also has expertise in classroom management and child pedagogy. We already have an alternate route for individuals who want to teach but do not have the certificate. This new direction simply unleashes someone who claims expertise in a subject area but does not have the knowledge and understanding of the dynamics of a classroom of youth.

I realize that our state does not want to resort to Kansas' method of recruitment: huge billboard signs along I-70 advertising teacher openings throughout the state. But if the state board destabilizes the infrastructure of teacher preparation and licensure through

negating the need for these filtering and professional development steps, we will metaphorically be doing the same things in the near future.

We're better than that.

Sincerely,

Margo Ungricht  
English, debate, journalism teacher at Willowcreek Middle School  
Geology student at Utah Valley University  
grandmother of five  
mother of soldiers  
Nineteen year veteran of public education  
dinosaur bone preparer at Thanksgiving Point Natural History Museum

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**From:** Cody O'Brien [cobrien@apasalem.org]  
**Sent:** Saturday, July 30, 2016 4:35 AM  
**To:** Board Rule Comments  
**Subject:** my support in favor of the APT route to licensure

To whom it may concern:

I am in favor of the APT plan to give educators more control on hiring prospective teachers through the new process. I feel that because LEA's are already accountable for the levels of success for the students they teach, they should have the ability to be accountable for the staff that they chose to bring in. This of course is just another option for teacher development. This does not take away the traditional route to licensure or the ARL route. I love how the state is willing to offer another option of educators to become qualified teachers.

Please continue to support this wonderful new route to licensure.

Sincerely,

*Cody O'Brien*  
*4-6 Elementary Director*  
*American Prep- Salem Campus*  
*cobrien@apasalem.org*  
*801-735-4403*



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From: David Sandberg [dcarlsandberg@gmail.com]  
Sent: Saturday, July 30, 2016 11:02 AM  
To: Board Rule Comments  
Subject: Pathway to Teaching

To whom it may concern:

I am a 5th grade teacher and would like to comment about the new Pathway to Teaching created because of the teacher shortage in Utah. Teaching is a wonderful, challenging, stressful, grueling profession. People outside the classroom do not understand this. It is wonderful because a teacher works with, loves, and teaches children. It is challenging because the CORE is massive and more than one person can really teach in the time allotted--especially because we are required to test so much that our precious lesson time is greatly reduced! Teaching is stressful because the teachers are blamed when children don't score well and the teachers are now to be judged and paid according to those scores. There are many factors why children score poorly on tests: lack of interest in doing their best, poor attendance at school (chronic absences), learning difficulties, fatigue--children just get tired and fill out the answers just to be finished, test anxiety, and large class sizes (I had 32 fifth graders all year long!) which makes it exhausting and difficult to help students one-on-one.

These are just a few reasons why morale is low and teachers are flocking to other professions. Low pay has always been the case in this profession. This is where the job gets grueling: Teachers give countless hours to be ready and able to teach fun and challenging lessons, learn and implement positive classroom management, deal with parents and student issues, take professional development classes to keep on the cutting edge, etc. I consistently stay at the school until 6:00 p.m. thus working about 10 hours plus grading that I take home at night. The pay we receive as teachers is woefully low compensation for the hours we spend!

There is an Alternate Route to Licensure (ARL) program already in place in our state, but the teacher is considered provisional at first and must take SEVERAL classes to learn and be qualified to teach. It is very difficult to understand discipline, entertain and teach in a way the children will enjoy, write and prepare lessons for more than 11 subject areas such as reading, math, social studies, science, writing, computers, music, P.E., art, etc., attend college classes concurrently as you teach, and be in a constant state of evaluation by administrators, parents, and students.

I do not think it is right to demoralize Utah teachers by assuming that anyone with a Bachelor's Degree can teach!. Whatever way is chosen by the state to solve this teacher shortage unless the issues I have explained are dealt with in a serious way, the temporary teachers will not last either. You have to have a genuine love for the students and be prepared for an exhaustive work load.

Sincerely,

Cathy Sandberg

**From:** Eric Krueger [mailto:ericthomaskrueger@gmail.com]  
**Sent:** Sunday, July 31, 2016 8:31 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern.

As a concerned citizen and advocate for high quality, public education, I am opposed to R277-551 - Academic Pathway to Teaching in its current form for seven primary reasons.

1. This rule is an ill-fated attempt to put a quick-fix bandaid on a serious systemic problem.
2. The rule is being rushed to approval without proper vetting and in-depth study.
3. The unanticipated consequences of this rule, if actually implemented, are most likely going to be worse than the problems the rule is designed to cure.
4. The effect of the rule will create a caste system in the public schools, thereby increasing the potential for discrimination between teachers - or at very least the perceived inequality between teachers.
5. Academic content knowledge, without sufficient in-depth knowledge of teaching, will not result in increased student achievement.
6. The real issue is about funding. This rule appears to actually increase the amount of resources required.
7. Public perception matters, but should not be considered over the needs of the teachers.

I welcome the opportunity to provide additional input, if desired.

Respectfully,

Eric Krueger

--

Eric T. Krueger  
4888 Mountain View Circle  
Highland, UT 84003  
cell: 801.376.5131

**From:** Maryjo Montoya [mailto:maryjo.montoya@ironmail.org]  
**Sent:** Sunday, July 31, 2016 9:20 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I want to be counted as a teacher who is against Academic Pathway to Teaching as a new licensing measure in the state of Utah. I have been a Special Education teacher for 32 years and have taught at every grade level at some point during that time. I have worked with some excellent teachers and some not so good ones. I haven't ever found their lack of understanding of reading or math to be a difficulty but I HAVE seen teachers who have no understanding of how to teach, especially how to teach special education students. Not only do the teachers struggle but more importantly, the students do not improve their skills. Especially in a field like Special Education, where so much is a matter of working with that child's current level and moving Heaven and Earth sometimes to move them forward, if a teacher has no educational background, then you are just wasting the year for his students.

I've watched teachers with Master's Degrees in Special Education be stumped at how to reach these students, I frankly cannot imagine the havoc it will create to allow anyone with a degree in What? Psychology? Math? Reading? but no, Special Education background try to work with an Emotionally Disturbed student, a couple of Autistic students, and Developmentally Disabled student or two in the same classroom. It will be taking many steps backwards if this licensing scheme is allowed to become law.

If you want to know why teachers leave the career, why don't you look at the pay scale, the work load, the nearly non-existent benefits program and figure out how to fix that first. Teachers love to teach, and MOST are good teachers. Does it surprise you that young people are not becoming teacher? It doesn't surprise teachers! Once upon a time, there were whole dynasties of teacher families, you know, Mom and Dad were both teachers, they had had a teacher in their family and at least one of their children were going to school to become a teacher too. Come to any faculty meeting and ask how many of them have children who are becoming teachers and few if any hands go up. I don't know a single teacher who has encouraged their children to become one, I certainly didn't. The media has spent the past 30 years telling everyone how terrible and worthless teachers are and it only makes sense that no one wants to go to college to belong to a career that is terrible and worthless. Even though lawyers are much derided, people still want to be a lawyer because at least they are paid well!

Please think twice and then again before you approve the bill. It will be the destruction of Utah public schools.

Regards,

Mary Jo Montoya  
UEA member

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## Iron County School District

2077 West Royal Hunte Dr., Cedar City, UT, 84720

(435)586-2804

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**From:** MICHELLE BAGLEY [mailto:michellebagley@alpinedistrict.org]

**Sent:** Sunday, July 31, 2016 10:14 PM

**To:** Board Rule Comments <rule.comments@schools.utah.gov>

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I oppose the new rule on APT for a number of reasons, but I also want to propose an alternative solution to the current teacher shortage in the state of Utah.

I did my student teaching in 1991, and taught high school for a couple of years after receiving my diploma and license. Then I left the profession - not because I didn't like it or because I was overworked - I wanted to be a stay at home mom. Before my last day of teaching, a colleague warned me that it would be much easier to keep my license current than it would be to renew a dormant license. I took that advice to heart, and through professional development classes and occasional substitute teaching, I kept my license current for 20 years. Then I returned to the classroom; first hourly, then part time, and now as a full time teacher. I love teaching and I know I am a much better teacher after raising 5 children, than I was as a green 21-year old fresh out of college. (I've grown those mom-eyes-in-the-back-of-my-head.)

I have many friends my age who also taught a couple of decades ago, then quit to raise their families. However they didn't keep their license current, and when faced with the daunting prospect of what is involved to renew their license, they decide it isn't worth the effort. My proposal to you as a State School Board is to streamline the process for these former educators to return. Their life experiences are invaluable, and they have teaching experience as well. They've taken the pedagogy classes, they have done student teaching, and they know what is involved and expected of them as teachers. This seems to be a more logical choice for a targeted demographic. Instead of just having anyone "try their hand" at teaching, only to discover they are unprepared or ill-equipped, make it easier for former educators to return to the career they left when they were young mothers.

I implore you to take steps that will make our profession more respected, not less. Please support us.

Thank you,

--

*Michelle Bagley*

[michellebagley@alpinedistrict.org](mailto:michellebagley@alpinedistrict.org)

**From:** Annie Burr [mailto:aburr@alpinedistrict.org]  
**Sent:** Monday, August 1, 2016 1:48 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am a K-16 teaching. I teach second grade this year as well as UVU for the evening. My first year of teaching began 1989.

I often wonder what are the factors which decrease the learning outcome of our students. Most importantly it is bad policy like this one. It is non- educational people making educational policy without checking in with the the facts that teachers are profession and they know what is the best for our students.

If you want more teachers then make sure you are keeping the existing teachers that you have by taking care their needs by increasing their salaries so that teachers do not have to work a second or third job to support themselves as well as their families.

Bringing in untrained teachers and do not provide training program for them is like throwing them into water before teaching them how to swim without any floating devices. You will not be able to have a meaningful educational outcome either for the new teacher nor our valuable students. If our society is not willing to meet the needs of our students ( who is the future of this nation) then the future of out society is not prepared.

I cannot even believe that non-educational people think that our existing teachers should share the burden of training these new teachers, It is impossible because a responsible teacher is 100% focus on the learning of the students. People should come and see what learning activities are taking place in a active learning students engaging classroom.

I do not even have time to use the restroom when I am teaching my students. How can I be a mentor for the new teachers to help them learn what they have miss:

18 months of educational training to be a teacher.

I suggest that a mentor can help new teachers if they are given more time, more pay due to the time that they have to invest in helping new teachers.

I am willing to be a mentor if i am paid as a mentor. i am paid \$55 an hour teaching at UVU and ASD. I am willing to help new teachers to be trained if I can be paid like a second job.

The fact is that I work two jobs to support my family. i can consider mentor as a second job.

There is no free lunch for me nor my children. Why do you think that I can train new teachers for free?

It is not fair for my children who need their parent to work and support them.

Sincerely,

A True Educator

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**From:** Amatangelo, Marianne L [mailto:mamatangelo@graniteschools.org]  
**Sent:** Monday, August 1, 2016 8:01 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>; Cummins, Brittney <b4cummins@gmail.com>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am very concerned about the Academic Pathway to Teaching board rule R277-511. I am a career teacher and have seen education's ups and downs. Years ago, there were teachers who went in the rooms, shut the doors, and showed movies. I have not seen such things happening around me for the last 10 or so years. Teachers have been trained to work in teams, focus on data, and remediate. Allowing people to teach who have not been properly trained is going to hinder this process as teachers will have the added responsibility to train the APT teachers. There are so many demands on teachers now, that adding another burden is not the answer. Alternative routes to licensure are already in place and have checks and balances to ensure that we don't get a new crop of 'shut-the-door-and pretend-to teach' educators.

This rule ***falsely*** communicates to new prospective 'teachers' that anybody can teach because they once sat in a classroom and therefore are qualified, getting a certificate is unnecessary and can be had without going through a teaching program's added expense, and that this 'bandaid' is temporary and will fix this problem until the reasons for the teacher shortage correct themselves. The board needs to work to correct the reasons why fewer people are becoming teachers. They need to ensure that there is a qualified teacher in the classroom so that a student's time is maximized.

Thank you,  
Marianne Amatangelo  
4th Grade Teacher

**From:** Dodi Thacker [mailto:dodi.thacker@jordandistrict.org]  
**Sent:** Sunday, July 31, 2016 12:35 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Dear State School Board,

I do not agree with your current solution to the teaching shortage. It is putting a bandaid on a broken leg. Allowing anyone to teach, without specific teacher training is insane and is a slap in the face to educators and students. We want professionals to teach our children, not just a warm body! It doesn't take a rocket scientist to figure out why there is a teacher shortage. We are treated poorly and paid poorly!!! We give our all for our students, yet you demand more and more for less and less! In order to truly fix the problem, teachers need to be treated like professionals and paid like professionals. We know what is best for our students. We work with them every day and care about their education and personal success. Give us the compensation and the time and resources we need to do our job! When these things change, you will see more people entering and staying in education.

Dodi Thacker  
Jordan School District

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**From:** Matson, Amber K [mailto:akmatson@graniteschools.org]  
**Sent:** Sunday, July 31, 2016 12:36 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Hello,

I would just like to express my feelings about this proposal... Allowing anyone to obtain a teaching license by passing a background check and a content test is an insult to those teachers who have already gone through everything to get a degree and and a license. We have gone to, and paid for so much schooling that it makes me so mad to hear that this could actually be happening.

If we are trying to find a solution to our teacher shortage this is definitely not the way. It is setting these people up to fail and probably quit, which in turn does not help this problem, it makes it worse. We would probably spend so much money training these people to become a good teacher that it just doesn't make sense.

Teachers need to start getting paid more for what we actually do. If you make teaching a desirably paying job, more people will enter into this profession and over time will fix the problem. No body wants to become a teacher if the salary can't even provide for their family without a second income. We have teachers telling students to not become teachers because it doesn't pay good. The only reason people become teachers is because they love kids, teaching, and hope to make a difference.

I know this is a rant and may not even be read or considered, but I thought I would share my opinion.

Thank you,  
A frustrated teacher

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**From:** Myers, Jane C [mailto:jmyers@graniteschools.org]  
**Sent:** Sunday, July 31, 2016 1:10 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I came in on the former APT program. I had taught for the University of Utah for 5 years, and the Utah Arts Council for 4 years. I had to take 3 education classes. I was a provisional teacher. This new proposal would do away with all of the teacher training programs at the colleges and universities. Why would someone spend time doing practice teaching for another semester instead of getting a job? How many of those students bomb out of teacher training because the profession is just not right for them? By bypassing the traditional training, you are going to make this profession weaker and only hire those who cannot get jobs in their trained field. I was a professional artist and teacher of 5 years before I came into the program. I had already demonstrated competence and an interest in teaching. This new program will only create more drop outs of the teaching profession, and weaken the profession as a whole.

Sincerely,  
Jane Carlston Myers

-----Original Message-----

From: Christine Hodgson [mailto:chodgson15@icloud.com]

Sent: Sunday, July 31, 2016 4:59 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

I do not support the APT.

As a teacher ready to start my fifth year, I understand how important my education and licensure process was in preparing me to provide the best education to my students. I have been taught lesson planning, behavior management, classroom management, child and adolescent development, communication skills, and many other things through my own education that make me a successful teacher.

Time and analysis need to be spent on why teachers are leaving the profession, what can help keep teachers now to stay and what can entice people with great skills to obtain teacher training and enter the profession in the future. Making a cheap route for people to get a teaching license is a huge worry for me for the future education of our young people and is demeaning to my profession and all the people who taught me to be great. Teaching is not easy, I have worked hard to get to where I am and I keep working hard to make sure I am ready every year for new students, new technology, and the new policies I rarely have a say in.

This APT is a small hope to increase the number of teachers in our county, without improving the quality of education given, and I believe will have the same drop out percentage if the REAL issues are not solved.

Christine Hodgson

-----Original Message-----

From: Amy Coray [mailto:amy@corativity.com]

Sent: Sunday, July 31, 2016 5:31 PM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

To Whom it May Concern,

I am writing to express my frustration at the school board's acceptance of the academic pathway to teaching as an option to broaden the teacher pool in Utah. My original bachelor's degree allowed me to qualify for Utah's ARL in both elementary and secondary subjects. However, in 2013, when I decided that I wanted to teach, I felt that I owed it to myself and my future students to obtain higher-level pedagogical training before seeking employment as a teacher. I received my M.Ed. And licensure, and am currently teaching elementary school with a traditional license. My pedagogical training makes me a much better teacher than I would otherwise be. I am far more confident and prepared to stay with teaching for the long term, in spite of significant challenges all teachers face.

I do not believe that the proposed APT will really entice many people to teach, or especially to stay with teaching. Utah already has the ARL in place. People who have earned degrees in specialized areas, and who did not originally choose teaching, can find jobs with far higher pay and far less stress. Rather than significantly increasing Utah's teacher pool, the APT undermines Utah education by diminishing public opinion of teachers' qualifications and abilities. Lowering public opinion of teachers is not a good way to convince qualified teachers to stay with teaching, nor is it likely to bring in large numbers of new teachers.

Employees who stay in their jobs are trained well, paid well, challenged, promoted, appreciated, valued, and trusted. Utah teachers are given nearly impossible tasks, are not paid on par with professionals who have similar levels of education, and are given ever-increasing workloads with constantly decreasing levels of respect. It is not a position many people are likely to seek, and even fewer are likely to stay with. Even those who are passionate about teaching may find that they prefer higher-paying job options in less stressful fields.

During a teacher shortage it seems crucial for the Utah school board to recruit potential teachers by providing greater support for existing teachers, thus showing that teaching is a viable, respected profession. It seems important to build public opinion about the teaching profession as a whole, rather than publishing the idea that pedagogy is unimportant. Unfortunately, the APT is likely to deepen the teacher shortage crisis over the long term.

Thank you for your time.

Sincerely,

Amy Coray

Sent from my iPad

**From:** Mary Keller [mailto:ramkeller.1@gmail.com]  
**Sent:** Sunday, July 31, 2016 5:23 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

As a veteran of ten years of teaching in Title I, high-needs schools, I firmly oppose the granting of a teaching license based solely on a degree held in a content area. A person may have knowledge of a subject, but a good teacher needs so much more.

Teaching is an art and a science. Contrary to what many people may think, not everyone can be a skilled teacher, regardless of their content knowledge. My master's program concentrated exclusively on the art and science of teaching children. It is a process, it is complicated, and it requires specific education and hands-on experience.

In addition, while I collaborate extensively with my colleagues, we all have the education and experience necessary to be a skillful teacher. We have all worked hard to earn our licenses. Frankly, I don't have time or the inclination to educate the untrained teacher.

I believe Utah students would be much better off if more effort was put into retaining teachers, e.g., better pay, and more respect. Lastly, there are alternative routes to licensure, or perhaps there should be required courses and training for any college graduates who seek to teach before they are handed a license.

I spent 16 months earning my Master's Degree and teaching license. I went into debt \$34,000 to do so. I could not imagine being an excellent teacher without that training and education. Don't short change our students. Utah needs great teachers.

Sincerely,

Mary Keller

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**From:** Mrs. Day [mailto:sday@graniteschools.org]  
**Sent:** Sunday, July 31, 2016 5:35 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am writing to you today as a career veteran teacher of 34 years in Granite School District with regard to **the Academic Pathway to Teaching (APT) board rule R277- 511.**

I have been a mentor teacher for the past five years at my school, and have had several student teachers over the course of my career. I feel I am qualified to say that NOT everyone can be an effective teacher. There is much to learning about how children learn! Being trained and studying the pedagogy of learning and best practices for effective instruction addressing developmentally appropriate instruction for our children are critical pieces of becoming an effective teacher. Just because someone knows content, does not mean they know how to teach that content in a way that children will learn and retain that knowledge, let alone be able to apply the knowledge to the world of today. Teaching is NOT the same as we were taught, or even as school was taught 10 years ago.

Please consider what this board rule will do to the students and the future of Utah. I understand there is a shortage of teachers in Utah; I myself will have 35 students this year in my fifth grade class; however, ignoring bigger issues which are causing the teacher shortage problems in Utah will only create many problems in the days and years ahead. Putting APT into effect is like putting a bandaid a bleeding artery. Please do not sacrifice the standards of education and licensing those of us who have been in this profession for years, have worked so hard to uphold. If students really come first, there must be a better way!

Sincerely,

Susan M. Day  
Driggs Elementary

**From:** Dave M [mailto:davemyers@alpinedistrict.org]  
**Sent:** Sunday, July 31, 2016 7:34 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Utah Law Makers: I am told over and over by parents and people who teach a Sunday school class for children..."that anyone can do my job" as a teacher. Furthermore they say I've got an easy, cushy job, my summers off and I'm paid TOO much! This is a slap in the face to hard working educators who took the time to EARN a teaching degree, learn proper pedagogy, a teaching licence, student teach and then gain tenure...and on-going training during our "summers off."

These are the questions and problems to solve -

Why are potential new teachers NOT going into teaching?  
Why are so many new teachers leaving the teaching profession in the first five years.

Sincerely,

David Myers -24 years at Pleasant Grove Jr. High

--

Please note my new email address.  
[davemyers@alpinedistrict.org](mailto:davemyers@alpinedistrict.org)

**From:** Annette Krueger [mailto:akrueger@alpinedistrict.org]  
**Sent:** Sunday, July 31, 2016 8:18 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

Why are we even thinking about this? Is putting a body in a classroom going to produce student achievement? Will APT produce a class system of educators? Academic Pathway to Teaching undermines the teaching profession and adds to the already existing problem of why teachers are leaving. By putting equal time and energy into making the profession attractive and profitable, educators will come. Good ones. This whole thing seems not only rushed but also rash. Please take time to investigate the reasons teachers are leaving or not studying the profession then use this data to help solve the problem. This knee-jerk proposition may have ill effects in years to come because of the undermining of the profession.

Thanks,  
Annette Krueger  
Dry lCreek Elementary

**From:** Annie Burr [mailto:aburr@alpinedistrict.org]  
**Sent:** Monday, August 1, 2016 1:48 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am a K-16 teaching. I teach second grade this year as well as UVU for the evening. My first year of teaching began 1989.

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The fact is that I work two jobs to support my family. i can consider mentor as a second job.

There is no free lunch for me nor my children. Why do you think that I can train new teachers for free?

It is not fair for my children who need their parent to work and support them.

Sincerely,

A True Educator

**From:** LeNina Wimmer [mailto:lwimmer71@gmail.com]

**Sent:** Sunday, July 31, 2016 7:05 PM

**To:** Board Rule Comments <rule.comments@schools.utah.gov>; Thomas, David <dthomas@summitcounty.org>; Stallings, Angie <Angie.Stallings@schools.utah.gov>

**Subject:** R277-511 Academic Pathway to Teaching

Dear State School Board:

I am writing to BEG you to reconsider this new pathway for teaching! I cannot believe that anyone really believes that just having a college degree in a subject prepares a person to be a teacher! In any other profession that is respected throughout the country you must have training in the actual profession and it is disheartening to realize that the board feels that "just anyone" can be a teacher. I acknowledge that there is a shortage of teachers, especially in subjects such as math and science, and we do need to look at alternate pathways. However, any pathway should contain some type of provisional status until the person can learn pedagogy, practice teaching and be observed. There is currently an alternate pathway that can just be enhanced.

When I first heard about this new plan I thought "bring it on!" Let's see any college graduate with a degree in science take a beginning teachers salary, face 6-7 classes full of teenagers every day and just be expected to teach because they have a degree in science (or math, or history etc). These newly licensed teachers won't last once they realize that our job is difficult, demanding, and all consuming and that they will be given little support or compensation for the many hours of preparation and time they will be expected to put forth BEFORE and AFTER their teaching day. They will also need to supply much of their own supplies and tools and probably help coach a team, or advise a club. They will have large class sizes and in some cases sweltering classrooms with outdated books and desks and students with limited English skills, behavioral problems and just teenage hormones! They will also be scrutinized, be told to administer multiple end of level tests and be told that their students' success is up to them!

Now, don't get me wrong! It is a great job and there may be people out there who will come to love it as I do and as many others in my profession do--but they need to be trained! They need time in a classroom being observed (student teaching) before they are granted a license! I have supervised four student teachers in my career. Two were amazing and went on to become great additions to the profession. The other two had no business in a classroom. They had the content down--they were smart and educated but they **COULD NOT TEACH**. Observing them trying to teach was painful. I tried to help, to train and to give feedback, but in the end neither was fit to have a classroom. My students did suffer--temporarily. I was there at the end of the student teaching experience to pick up the pieces and to reteach and catch up. I was also there observing to stop egregious mistakes and to guide the experience in the first place. The APT pathway does not have this safety net. It will put a teacher in the classroom immediately--the students will have no back up, nobody to pick up the pieces. In some cases there will be success, but in most the new teacher and the students will suffer unnecessarily.

Please back up. Reconsider. This policy embodies the very problem that has created the shortage and that is the lack of respect for the profession of teaching. Let's work together to find a better solution to the shortage. If we need to find more alternative routes--then lets do that, but lets make sure these new people have the training and practice to prove that they can teach--that they can create a lesson plan--that they can differentiate instruction, manage a classroom, help students and create a safe and orderly classroom. Let's make sure we know this BEFORE we give them a license and a schedule teaching our most precious resources.

Please feel free to contact me and I appreciate your willingness to listen to more input on this new rule.

Sincerely,

LeNina Wimmer  
Teacher, Clearfield High School  
Davis School District  
225 North 1250 West  
Clearfield, UT 84015

801-941-0409  
[lwimmer71@gmail.com](mailto:lwimmer71@gmail.com)

**From:** Jaclyn Prestwich [mailto:jaclyn.prestwich@gmail.com]  
**Sent:** Monday, August 1, 2016 12:23 AM  
**To:** Lockhart, Stan <stanlockhartutah@gmail.com>  
**Cc:** Stallings, Angie <Angie.Stallings@schools.utah.gov>  
**Subject:** R277-511 Academic Pathway to Teaching

Mr. Lockhart,

I am writing to you to encourage you to reject the Academic Pathway to Teaching. As a former teacher, I want to see APT as a positive thing, but I have spent the last ten minutes trying to see the benefits of this new rule and have only come up with a few.

I understand that this will raise the number of teachers and school districts will only have to pay the base salary, but where are the benefits for the students? It may lower class sizes, but that does not necessarily equate to student learning.

R277-511 has major flaws. I believe it was written and passed too quickly. Please reject it until more data can be gathered. This is a hasty decision that barely puts a bandage on a deep wound. Short term, it may help. Long term, teacher turn-over will still be high and our students are the ones who will pay for it.

Please think about the students and current teachers.

Jaclyn Prestwich

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**From:** Hess, Judith A [mailto:jhess@graniteschools.org]  
**Sent:** Monday, August 1, 2016 8:01 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

*I have been teaching for a long time have seen a program very much like the proposed one. It sounded good on paper; retired engineers and scientists were trained in science teaching over a 2-3 year period. They knew their subjects and were helped to learn teaching practices; grading, classroom management, curriculum planning, etc. Most of them made it through the training and were excited to start teaching. Very few lasted more than 3-4 years. What you CANNOT teach or legislate is the love of teaching and the love we have for our students. It is more important than any class, or test! The enormous class sizes and poor pay here in Utah are killing the enthusiasm, energy and love that your teachers have. It breaks their hearts to leave, but they get very little positive feedback and a lot of criticism. I feel that I am tap dancing as fast as I can to run a quality science program as well as introduce technology, keep up with testing and curriculum changes while I supervise and "inspire" up to 37 students in 43 minutes. I cannot even interact with all of them each day. Throwing a lot of information and surveys at teachers is a waste of their precious time. Truly thank them once in awhile. We are all self-motivated or we would not be here. Try empathy, could any of the decision makers do, even for a day, what our teachers are expected to do? Probably not. Thanks for your time.*

Judith Hess  
Bennion Junior High School  
385-646-5114

**From:** Chris Crandall [mailto:ccrandall@alpinedistrict.org]  
**Sent:** Sunday, July 31, 2016 1:09 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Trash or Treasure?

To Whom it May Concern,

I am sure you are already well aware of what has happened in other states where attempts such as R277-551 have been made. It has been a nightmare and has NOT worked - followed by many regrets! WHY are we following in the footsteps of failure? In a state and culture from a heritage of pioneers, perseverance, and valuing education, children, and families above all else, are we attempting to put a small, catastrophic band-aid on a problem that will affect our children - the leaders of our communities in the future - for failure and to be ill-prepared for their and our future? Make no mistake, it does NOT MAKE SENSE!

Rather than be a follower of failure, why do we not RISE UP and SHOW our students, our teachers, our families, and the country that we really DO put our children and families FIRST!

Please understand, as teachers, we do not teach subjects. We teach CHILDREN. We help, support, motivate, inspire, empower, mold, guide, coach, and cheer on amazing children to help them reach their highest potential. We do this through several means, some of those are the subjects in school.

It is a tragic mistake to put the hearts and minds of our future into the hands of people who may understand a subject, but they may NOT understand the children they are teaching. This can be detrimental to the children - our future.

I am shocked and saddened that our state leaders would even let this measure get this far into implementation in our schools. As adults and leaders, we need to protect and serve our children, not be a way to derail their success and never let them become their very best.

It is also a tragedy that our state leaders see the value of teachers in Utah's classrooms as so little - that our hard-earned degrees mean nothing. These actions have caused me to even consider leaving teaching, no matter how many accolades I have received, the financial reward isn't worth it. The reason I stay is for the children that I am blessed and privileged to be with each day. Their excitement and improvement is my reward. I can only hope that when those same state leaders who pushed forward this measure, seeing the teaching profession as, "anyone can do that", may need a surgeon someday, they won't have a surgeon from an academic history of that same ideology. It is NOT one of growth and success - and not one that should be in our state's government.

Let's find REAL answers. Let's find ways to keep and invite REAL teachers who have a passion for teaching and helping children - not just regurgitating a subject - in our public schools. Our children are worth it! If there is any doubt, please feel free to join me in my classroom at any time. You will meet some of the most wonderful children you have ever met, and you will see how R277-551 is NOT what they need. It will HURT them. They are treasures to shine and build their and our futures - not trash to be thrown away, which is how R277-551 views them and their future. We can do better than that. We MUST do better than that.

Thank you for your time.

Sincerely,

Christine Crandall

--

Christine Crandall  
Northridge Elementary

*Never doubt that a small group of thoughtful,  
committed citizens can change the world;  
indeed, it's the only thing that ever has.*

~ Margaret Mead

**First Grade**

school: (801) 610.8114 ext. 101

cell: (801) 310.7504

Visit our class website: [CLICK HERE](#)

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**From:** Cross, Jenette [mailto:Jenette.Cross@canyonsdistrict.org]  
**Sent:** Sunday, July 31, 2016 11:39 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** R277-511 Concerns

To whom it may concern,

I want to start out by thanking you for all the work you do. It is not an easy task. However, I feel that I must voice my concern over the APT. I understand the reasoning behind the APT due to the shortage of teachers, but I feel that this undermines a greater resolution of the the teacher shortage. The APT not only increases the already overwhelming burden placed on current teachers, but also begs the question: If a person doesn't need a teaching degree to teach, why go through the trouble of getting an education degree?

A person with a high level of content knowledge but no knowldege of classroom management or pedagogy, will not be prepared to teach our students and will increase the already negative image education currently has. The gap between school, parent, and legislative understanding will widen leaving frustrations on all levels. The following is a list of the Utah Effective Teaching Standards that current teachers are required to meet in the state of Utah. As you read this list, you will knoticce that a non-educator will only qualify for 2 areas. Content Knowledge and Ethical Behaviour.

**Standard 1: Learner Development**

The teacher understands cognitive, linguistic, social, emotional and physical areas of student development.

**Standard 2: Learning Differences**

The teacher understands individual learner differences and cultural and linguistic diversity.

**Standard 3: Learning Environments**

The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.

**Standard 4: Content Knowledge**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline.

**Standard 5: Assessment**

The teacher uses multiple methods of assessment to engage learners in their own growth, monitor learner progress, guide planning and instruction, and determine whether the outcomes described in content standards have been met.

**Standard 6: Instructional Planning**

The teacher plans instruction to support students in meeting rigorous learning goals by drawing upon knowledge of content areas, Utah Core Standards, practices, and the community context.

**Standard 7: Instructional Strategies**

The teacher uses various instructional strategies to ensure that all learners develop a deep understanding of content areas and their connections and build skills to apply and extend knowledge in meaningful ways.

**Standard 8: Reflection and Continuous Growth**

The teacher is a reflective practitioner who uses evidence to continually evaluate and adapt practice to meet the needs of each learner.

**Standard 9: Leadership and Collaboration**

The teacher is a leader who engages collaboratively with learners, families, colleagues, and community members to build a shared vision and supportive professional culture focused on student growth and success.

**Standard 10: Professional and Ethical Behavior**

The teacher demonstrates the highest standard of legal, moral, and ethical conduct as specified in Utah State Board Rule R277-515.

Now I would like you to ask yourself, if 8 of the 10 standards require more than content knowledge, how can they possibly be prepared to teach our students? How will they know how to differentiate their teaching so that all students learn? How can they possibly fulfill these standards? Don't our students (who already have less than 50% passing the SAGE) need more qualified teachers? Would you want your child having a series of teachers who only fulfill two of these standards?

Ah, but they will have veteran, mentor teachers to help them. By that, the APT will require other, over-worked teachers to train them on classroom management, child psychology, assessment, curriculum design, lesson planning, differentiating, instructional strategies etc. But when? Before school? After school? During the hour and a half of PD on early out Friday? The reality of the situation is that teachers and administration, who already spend more than 40 hours a week preparing for their own classes, will be expected to essentially plan twice as much to help APT teachers. This will push teachers closer to the brink of abandoning education.

I know that there must have been a lot of thought put into the APT idea, but I urge you to seriously consider the vast amount of negative consequences. Where will this lead? In the end, it will not solve the problema, only delay it. I urge you to consider negotiations with between educators, the Board of Education, and Legislature that will solve the root of the problem.

Thank you so much for your time and consideration,

**Jennie Cross**

Dual Immersion Spanish  
Mount Jordan Middle School  
[Jenette.cross@canyonsdistrict.org](mailto:Jenette.cross@canyonsdistrict.org)

-----Original Message-----

From: Terri Hinckley [mailto:thinckley@dsmail.net]

Sent: Monday, August 1, 2016 8:32 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

Dear Board Members,

The new APT program troubles me very much. I have always had a desire to be a teacher. I told everyone who asked, since I was eight years old, that I was going to be a teacher. The path wasn't easy. It took me 10 years of hard work. I had to juggle a job, a family and financial setbacks to reach my goal. When I graduated in the Spring of 1992, there were no jobs. The educational job market was flooded. The competition was fierce and the few jobs available went to those who had an uncle who was a principal. But, I didn't give up. Teaching was what I had always wanted to do. I am now beginning my 18th year of teaching in the public school system. Allowing anyone, with any degree, to teach is very disrespectful to those of us who have worked so hard to become professional educators. This would never happen in any other profession that requires a specialized degree or training. Can you imagine positions as doctors, police officers or attorneys being opened up to anyone with any degree?

This ruling demeans and belittles us as a group of educated people who take our jobs very seriously. I believe the Board of Education should act in favor of teachers, not against them and not against the students they teach. It is very demoralizing to jump through hoops and complete a path with hurdles and obstacles and then watch as another group is allowed to simply walk around them all and acquire the same prize. I have a passion for teaching. That is why I chose this profession. Someone with a degree in accounting or business management does not. Teachers need to love their jobs and love working with children. I have seen several people try to teach who are missing these attitudes and qualities. Neither the teacher nor the parents are happy. Please reconsider for the sake of the children and my chosen profession.

Sincerely,

Terri Hinckley

First Grade Teacher

Davis County School District

Sent from my iPad

-----Original Message-----

From: Franki Galbraith [mailto:fgalbraith@dmail.net]

Sent: Monday, August 1, 2016 8:24 AM

To: Board Rule Comments <rule.comments@schools.utah.gov>

Subject: Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern,

Please take a moment and step back and look at the impact of filling our classrooms with someone who is not prepared, trained, and/or skilled to be in classrooms teaching our children.

The answer to a teacher shortage is to not lower the standards of those that will be with children. There are other ways to motivate good people to come and stay in the education field. If we think we have a "bad reputation" now, in the state of Utah, imagine what will happen when those that are not educators put themselves in the position to be in charge of a large amount of children. We will be opening up the largest can of worms ever imagined.

There are other options, for example, the obvious pay scale can be changed. Pay teachers in Utah what they deserve. Or make sure that benefits, like insurance is worthwhile, like making a deductible competitive instead of the price of a small loan. Take the steps to treat teachers like the professionals they are. Don't put all the blame on them when "little Johnny" doesn't perform at the state level assessments. There needs to be responsibility spread out evenly throughout. There will always be different circumstances that appear in the classroom that only trained professionals will know the best way to bring out the best in each child. Legislature and business men need to understand this. Educators are the ones that have chosen to be in the classroom for their love of the profession and children. Do not let that change.

Please do not insult the careers, and time spent with the so many fabulous educators in Utah by letting just "anyone" do their job.

Thank you for your time,

Franki Galbraith

Educator

Sent from my iPad

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**From:** Johnson, Jennifer L [mailto:jnjohnson2@graniteschools.org]  
**Sent:** Monday, August 1, 2016 8:41 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To Whom it May Concern:

I am a teacher who participated in an alternate teaching program. I became a teacher using the Alternate Teacher Preparation course (specific to Special Education teachers). I had a provisional license at first and then worked on attaining my Level 1 license. I now have a Level 2 licenes. The Academic Pathway to Teaching board rule is a mistake. My courses on pedagogy prepared me in a way that my Bachelor's degree did not. I am the New Teacher mentor for my school and first year teachers who have completed education degrees still struggle with effective classroom management. I can't imagine how a teacher with no background whatsoever in classroom management and classroom discipline procedures would fair in a junior high setting. It is critical to support the teachers who are already employed and utilize and promote the alternate programs that are already available.

Thank you,

***Jennifer Johnson***  
*Resource Teacher*  
*Special Education Department Head*  
*Hunter Junior High School*  
*385-646-2007*

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**From:** ryan anderson [mailto:kumquetry@hotmail.com]  
**Sent:** Monday, August 1, 2016 9:06 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

...listen...to the professional educators in our neighborhood schools who filled to overflow capacity given the opportunity to speak about what they know works in real world practice. In the board hearing, which I drove up from Moab to attend, I heard a predominant collective voice and applause for repealing R277-551- "Academic Pathway to Teaching".

Professional Educators know in their soul what the "Art" of Teaching and Learning entails. We do it in our schools and in our homes daily...everyday. Professional educators are our leading edge social scientists as we bear witness to social trends and societal mega-trends in our students faces and voices daily, weekly, yearly. Our vision is based on long-term real-time experience, not a drop-in walk through visit or from our memories.

Years ago, some of us with a big-picture comprehension warned of that this educator shortage would happen. It has, and R277-551 "Academic" Pathway to Teaching is not the way to solve the problem IF you consider what is in our communities, local neighborhood schools, and, most importantly our students' best interest.

Basing a person's abilities to practice something as complicated as Teaching on an so-called "academic" test is a simplistic misunderstanding of all that is encompassed in working with children and others in our schools. I've seen that practice doom people in the ARL program who were very successful test-takers, but who could not find ways to communicate that in the classroom...nor create an innovative dynamic plan to scaffold student learning...nor maintain a disciplined classroom setting where students could learn.

In my 37 years as a professional educator, I have mentored many student teachers from our University programs and as new educators in our E.Y.E. program their academic content knowledge has not been in question nor has their knowledge of how to craft quality lessons to enhance student learning. What I have spent untold unpaid hours doing with them is ...listening... about specific individual ways of improving their craft.

Last year, a year when we lost half of our first year teachers, it was the feeling of disrespect that they faced.

Personally, and, as you heard, predominantly at the hearing this rule exacerbates that feeling of lack of respect for all that we do and do well for our students in our neighborhood public schools every single day.

You have an opportunity here to work with your Professional Education Associations (UEA and USEA); the Superintendents Association, the Business Administrators Association, and the local School Boards to find

a better more viable solution. It is even written within the federal Every Student Succeeds Act (E.S.S.A.) that I worked for over ten years with Senator Hatch and others to craft to include professional voices in decision-making at the local and state levels.

Please...listen.

Ryan Anderson  
Teacher  
UEA-Retired Vice-President

**From:** Bennett Ranae Greene [mailto:benranae@gmail.com]  
**Sent:** Monday, August 1, 2016 11:11 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT R277-511

To the Utah State School Board,

I am concerned that our children's education is being compromised through the Academic Pathway to Teaching program that is being introduced. I am also concerned that my tax dollars which I gladly give towards education are not being used wisely. There is already another alternative course that expects greater professionalism than the APT. Please put the funds towards inviting and maintaining professionals in our classrooms.

Ranae Greene,  
Pleasant Grove concerned citizen and a teacher.

**From:** Whitney Reich [mailto:whitneyreich6@gmail.com]  
**Sent:** Monday, August 1, 2016 10:27 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT support

To whom it may concern:

I am writing in SUPPORT of the recent APT rule recently passed by the state board. This program is a sensible and supportive addition to the licensure process which will allow individuals an opportunity to become teachers. I believe that it is another tool for superintendents and principals to use to enrich students' lives. If our individual schools are going to be held accountable for the test scores of their students, then they should have more control with respect to who they hire to teach those students. In addition, the level 1 license is encouraging to those individuals who have a desire to be effective teachers for our youth.

Thank you for your time.

Sincerely,

Whitney Reich

**From:** David Miller [mailto:david.miller@nsanpete.org]  
**Sent:** Monday, August 1, 2016 9:53 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** USBOE vs UEA - APT

To Whom It May Concern:

I am writing in regards to the issues surrounding the Academic Pathway to Teaching (APT) as proposed by the Utah State Board of Education. I take my comments from the UEA Action Bulletin dated 7/29/16. I am a fully supportive member of the UEA and pay my monthly dues. However, the UEA views do not align nor support my views on this matter.

I wholly support the USBOE efforts to create the APT. I was originally accepted by the USOE on the Alternative Resource Licensure (ARL) track. Yes indeed, I am an individual who spent many years working in corporate America and decided to make a career change and be a teacher. Especially in a rural area, it is hard to find corporate America jobs, so it was a great opportunity for me to enter the teaching profession and impart and/or share my knowledge as a teacher.

The idea that Pedagogy – the art of teaching is the only way to find and hire quality teachers is somewhat flawed. I know of individuals who obtained/acquired a teaching degree from university and they were no better off or able to teach in any way. They left the education profession. I for one gained many training in teaching and had many opportunities to coach, educate, mentor, present, and teach. I got real world experience that gave real world skills. In addition, I had the opportunity to work in many youth organizations and gain valuable experiences on how to work with youth in various age groups/levels. I feel that I am and have provide a highly quality education to my students.

I feel the USBOE effort to grant full licensure is the appropriate way to go. There are many ways to get practical classroom experience instead of an educational setting such as business, nonprofit organizations and community services. Most degrees provide a quality education and help an individual pass the required profession's test and get right to work. The educational field of being on a provisional status for three years is more than most if not all professions requirement and the pay is less than most other profession as it is.

APT is a much improved way of streamlining the process of achieving licensure in an education profession. The other methods are outdated and serve no viable justification for being in place.

APT is not about the shortage of teachers. There will always be a shortage of teachers until the teaching profession receives the respect it deserves along with better pay. Starting a teacher out at least \$10k more a year and giving greater access opportunities to receive steps and lane changes and adequate cost of living increase will solve the teaching professions shortage issues. This is two separate issues that in my opinion should not be tied in together per se.

Thank you for hearing me out! Let's make it easy for individuals who want to teach be able to teach. In reality, the current education policy and procedures and process will weed out those who cannot perform accordingly. On the other hand, it will also create greater economic opportunities and increase the likelihood that a student's academic success will benefit from those who have real world experience. A new minted teacher and a newly minted undergraduate will both have a steep learning curve as they gain on the job training and provide quality education and skills in their education career.

I support the USBOE efforts to implement the APT path! Please pass and implement the APT so I can obtain my Level 1 licensure and begin focusing my efforts to continue providing a quality education and work towards my Level 2 licensure.

David Miller  
Business Education Teacher  
Pleasant Creek Alternative High School  
NSSD

Utah State Board of Education

August 31, 2016

Re: APT (Academic Pathway to Teaching)

This coming August when school begins will mark the beginning of my 26<sup>th</sup> year of teaching. 10 years at a junior high and 15 years at a high school. All of my siblings as well as my spouse are all educators and the politics of education are always on the front burner of every family function.

It wasn't that long ago (2009) to be exact that there was not a teacher shortage. I remember specifically an English opening that had 60 applicants. It was stated on several occasions that teaching positions often had in excess of 100 applicants. It was during this period of economic recession that salaries stagnated and during one particularly difficult year steps and lanes were not granted in the district where I teach. I am grateful to be employed and enjoy being an educator. I revel in the challenge of teaching and striving to improve my performance as a true professional should.

Everyone has an opinion about education and I have listened recently to the many arguments regarding the recently approved APT certification policy just passed by the Utah State Board of Education. The public hearing this past week provided much to ponder.

The current teaching shortage is a challenge to all Utah school districts, but to some degree it has always been a challenge to recruit teachers to rural districts. Many teachers believe that the profession of teaching is being undermined by the APT program while demanding their support and mentoring. This teacher views the shortage as an opportunity to advance the profession and bring into alignment the expected accountability with the economic principles of supply and demand. The economic principle of risk and reward must find an equilibrium point or else there will continue to be a teacher supply problem that only disappears during times of economic downturn. However, if the reward is commensurate to the level of risk and accountability then competition will drive the supply of teachers.

The teacher shortage is a problem that needs immediate attention. There are two separate discussions that need to occur at the Utah State Board of Education. The first is adjustments to the APT that empower teachers by making them the lynchpin of successful implementation of APT solution, and second a discussion and policy adjustments that address a long term solutions to the teacher shortage. After much thought regarding the APT I have come to the following conclusions:

- All students in Utah deserve quality instruction from a professionally trained and certified teacher.

- Professional training of teachers requires both content knowledge and pedagogy.
- Currently there is a teacher shortage in Utah.
- The teacher shortage needs to be addressed in both the short and long term.
- The Utah State Board of Education has recently approved an additional pathway to teacher certification to give additional flexibility in hiring new teachers.
- A majority of teachers and university training program are opposed to the APT certification program as it currently exists.

My view of the solution is as follows:

- Bring educators to the table and acknowledge the legitimacy of their professional concerns with APT.
- Demonstrate through the strategic plan that address long term solutions to the teacher shortage. A good start would be the designation of the WPU as the number one priority of the board.
- I am not always in agreement with the UEA and I am almost always not in agreement with the NEA, but they are an important stakeholder and they do care deeply about educating Utah children. I am however not a member of these groups and do not in any way speak on their behalf. They should be respected and listened too and that appears to have not happened in this instance. The best decisions are created when under the microscope of opposing viewpoints.
- APT is in MY VIEW not far from being successfully implemented. I see it as a three-legged stool: The first leg is that the APT candidate have a bachelor degree (DONE). The second leg is that the APT candidate successfully demonstrate content knowledge through the PRAXIS (DONE), the third leg is the pedagogy and mentoring leg (PROBLEM).
- Allow districts to create (may already exist) internship program that pay, for example, a 2/3 salary until the APT candidates completes the pedagogy requirements. The mentoring portion of the plan is a best practice and is should be provided to all new teachers. The mentoring program however should be specifically funded. Once the APT candidate completes their course work they become a fully licensed teacher and immediately move into the teacher steps and lanes salary schedule.

I respectfully invite EVERYONE to disagree I am open to changing my view, but just a few thoughts.

Brent Strate

5993 South Park Vista Drive

South Ogden, Utah 84405

**From:** Julie Nance [mailto:julie.nance@nebo.edu]  
**Sent:** Monday, August 1, 2016 10:16 AM  
**To:** Lockhart, Stan <stanlockhartutah@gmail.com>  
**Cc:** Stallings, Angie <Angie.Stallings@schools.utah.gov>  
**Subject:** APT

Mr. Lockhart,

I have just heard about the School Board's decision on the Academic Pathway to Teaching. I'm a Provo voter and an 8th grade science teacher in Spanish Fork. I wanted to let you know that I am shocked that the board would do this, and I wanted to give you my perspective on the matter, in hopes that the board will recant this decision.

Utah has a teacher shortage problem. Is the Board really that unaware of why this shortage exists? There is not a shortage of people who want to teach, not by a long shot. There is a shortage of people in Utah who can afford to be a teacher here. Utah needs to put their efforts into retaining good teachers through better pay, benefits, and respect for the profession and the professionals engaging in it. The current action with this APT will only serve to lower the quality of teachers in the profession, which will lower outcomes for students, and further hurt reputation and respect of teachers in general in our state. It simultaneously does nothing to retain the decent teachers Utah already has.

I myself have noticed that most teachers are not the sole wage earner for their family, because it is almost impossible to live on this as the sole income. I am one of the few who must live on it, as a single mom. I am not making it, financially. The only way I scrape by it is that I have very low expenses (no car payment, cable, internet, etc.), and I get another \$500 a month in child support. If it weren't for those factors, I couldn't do it. I don't have the luxury many single parents do of living with their own parents so they can make it financially.

I love my job, I love teaching, I love the students, I love science, and I love Utah. But the simple fact is that I cannot afford to stay in Utah. The math just doesn't add up. I am in the process of planning out where I will move to next summer so I can make a livable wage to support my family. Utah is always in the bottom 5 ranking of all the states for what they pay their teachers, plus we have very high student-to-teacher ratios. Wyoming borders us and is #1 in first year teacher pay, and they have only a 10% attrition rate, compared to Utah's 50%. I suspect that is one of the places Utah loses its trained professional educators to, if they don't leave the profession altogether. It is where Utah is going to lose me to next year.

With concern,

Julie Nance

**From:** SARAH DEHART [mailto:sdehart@alpinedistrict.org]

**Sent:** Monday, August 1, 2016 10:09 AM

**To:** Stallings, Angie <Angie.Stallings@schools.utah.gov>

**Subject:** Comments about new law with praxis

Can I just say how dumb of an idea this is? Its is just we allowed all people who passed the MCAT without doing med school a doctorate in medicine. How can we allow people who don't know how to differentiate or scaffold or do an IEP into our schools? Our schools are already flooded with bad teachers and if we allow any old Joe, who may or may not even have a degree in what they will be teaching, teach, how much further will the quality of our schools fall? This may look like a good quick fix, but we are putting a bandage on something that goes way deeper than a simple shortage of teachers. This will fix nothing and will harm the education system. As a teacher, I beg you to stop this lunacy and make everyone go through the proper training for this profession.  
Sarah DeHart

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**From:** Brett Crockett [mailto:[brett@utiplaw.com](mailto:brett@utiplaw.com)]

**Sent:** Monday, August 1, 2016 12:37 PM

**To:** Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>

**Subject:** [Possible SPAM Caution] Comment on Proposed Alternative Path to Teaching Rule R277-511

**Importance:** Low

Dear State Board of Education:

I am writing as a parent and taxpayer in the State of Utah. I am very concerned about, and, opposed to the implementation of the proposed Academic Pathway to Teaching (APT) – R277-511. I have reviewed the materials prepared by the Board regarding the proposed rule, including the Non-Standard Licensure Comparison available on the Board’s website. As shown by your own comparison materials, this rule significantly reduces the required preparation to teach in our state without requiring any additional content knowledge over the current ARL programs. The skills required to teach a subject and to manage a classroom are vastly different than those required to master the knowledge in any content area. This is why they current ARL programs require preparation and training specifically in those areas. Our current teacher shortage comes from two issues, one getting qualified teachers to apply and, two, retaining qualified teachers in the schools. By allowing individuals without any classroom management training or specific teaching training in the schools, this proposed rule would significantly worsen the retention problem. Simply put, the proposal to have already qualified teachers provide additional unpaid work as mentors will increase their workload, making them more likely to leave. Additionally, individuals placed as teachers without having been required to have training in classroom management, teaching strategies, lesson planning or experience as student teachers will have high attrition rates for obvious reasons. Since this rule would lead to the opposite result of its intended purpose, it should not be allowed to go into effect.

Further, I have personally seen and dealt with the damage that happens to the education of an entire class of kids from an unprepared teacher over the course of a single year. The extra work and stress on those students and the school to address that damage in the subsequent several years was significant. By encouraging less preparation of our teachers, this proposed rule would multiply this problem repeatedly around our state. This would lead to reduced performance outcomes across the entire system and require significant resources to be diverted to address them.

I strongly encourage you to vote against this proposed rule. Thank you for your consideration of my comments.

Bretton L. Crockett

[brett@utiplaw.com](mailto:brett@utiplaw.com)

734 East 200 South  
Salt Lake City, Utah 84102  
United States of America

Phone: 801-478-0071

**From:** Sylvia Panter [mailto:sylvia.panter@jordandistrict.org]  
**Sent:** Monday, August 1, 2016 12:08 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

A properly licensed professional teacher should complete all "rights of passage", as required by all other professions.

It amazes me that the teaching profession continues to be devalued.

Sylvia Panter  
Jordan School District



# Marilee Coles-Ritchie

1403 East 2700 South, Salt Lake City, Utah 84106

August 1, 2016

Dear Utah State Board of Education Members:

I am writing to **oppose** [R277-511 Academic Pathway to Teaching](#).

I **disagree** with this ruling because it diminishes teaching as a profession where educators work to meet high standards for addressing all students' needs. This rule **does not** require any classroom experience before licensure; it **does not** require understanding of classroom management; and **does not** require academic knowledge or experience to address issues of diversity, pedagogy, or knowledge of Utah's core academic standards. These are minimum requirements for teaching.

As a parent, I have discussed this law with many parents in my neighborhood. Without exception, they are disturbed that their children could be placed in a classroom with a teacher who lacks the core pedagogical knowledge and classroom experience before licensure. Not one parent wanted their child to be in the classroom of these unprepared teachers.

As a former teacher and teacher educator, I have an active website to discuss key educational issues in Utah/Nation. There are over 200 members that include current teachers, administrators, teacher educators and policy makers. **NOT one** stated that they agreed with this law or thought it would be a long-term fix for the teacher shortage. They were hurt, frustrated, and astonished that board members, who are charged with supporting the best educational environment for all students, could pass this rule. They stated issues that would be problematic for these teachers including lack of:

- critical, reflective understanding of pedagogy;
- knowledge and skills to assist in the identification of students with disabilities and to meet the needs of students with disabilities in the regular classroom;
- basic understanding of the needs of students from all racial, socio-economic, linguistic, and gendered backgrounds who are in the regular classroom including the knowledge to design, adapt and deliver instruction to address students' strengths and needs.

Please dismiss this rule and let's work on a long-term solution for the teacher shortage that demonstrates we value all students, educators and administrators who work in the K-12 system.

Sincerely,

*Marilee Coles-Ritchie*

Marilee Coles-Ritchie, PhD

PHONE  
435.881.3679

EMAIL  
mcoles65@gmail.com

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**From:** Shauna Winegar [mailto:shaunawinegar@comcast.net]  
**Sent:** Monday, August 1, 2016 11:35 AM  
**To:** Warner, Terryl <terryl.warner6@gmail.com>  
**Cc:** Stallings, Angie <Angie.Stallings@schools.utah.gov>; Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Please Reconsider the APT for Professional Licensure

Dear Terryl Warner,

Thank you for your tremendous service as a member of the Utah State Board of Education. I am writing to express my views and concerns about the proposed Academic Pathway to Teaching (APT) rule, and to ask you to reconsider this rule. I understand first-hand the problems we face due to the current teacher candidate shortage; however, the APT rule abdicates any of the requirements that accredited university education programs provide. Why should anyone study elementary or secondary education if the State Board of Education views the requirements as superfluous? We are losing teachers because they lack support and need mentoring, yet APT suggests that teachers can be successful with even less training and support.

In my current position, I work closely with teachers who pursue teaching licenses through the current Alternative Route to Licensure (ARL) program. I see no reason to change this current route, nor to remove any of the requirements this route stipulates. The ARL provides an opportunity for a candidate to become a teacher while still receiving both the education and mentoring for success. If I understand the APT correctly, the majority of the training will fall to a mentor/master teacher. As a mentor teacher myself, I see teachers who are taking methods courses while being mentored make great progress and cannot stress enough the importance of university training for teachers. Mentor programs in too many districts are not prepared to take on the additional responsibility that APT would require.

I ask you to reconsider any support for APT and to keep requirements for Utah teachers at a level equal to the actual task of teaching.

Thank you, sincerely, for your time.

Warm regards,  
Shauna Winegar  
Cache County School District

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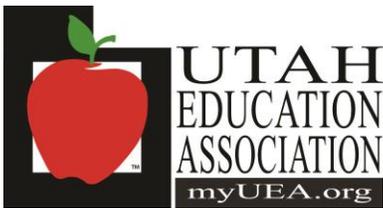
**From:** Margret Ann Crockett [mailto:margret.crockett@utah.edu]  
**Sent:** Monday, August 1, 2016 12:16 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Regarding R277-511

School board members,

I am writing to express my serious concerns about R277-511, the Academic Pathways to Teaching. I feel that this proposed rule is a slap in the face to all licensed educators in the state of Utah. This rule demonstrates a belief that content knowledge is the only requirement for teachers. It neglects to acknowledge that content area knowledge is only one component of effective teaching. Effective teachers must be knowledgeable of differentiation of instruction, classroom management, effective pedagogy, and adherence to the laws that impact students, including those with disabilities. This rule fails to provide incoming educators with even a rudimentary understanding of these essential components of good teaching. Teaching in Utah is challenging for so many reasons, including large class sizes, poor funding, and the poor perception the public has of the teaching profession. I agree that the shortage of teachers is a major concern but I do not believe that this rule is going to be the fix we need. The professionals who will be brought in under this rule will be poorly prepared for the realities of a classroom. They will not have the background knowledge about what to do if a student has a disability, is an English Language Learner, or just doesn't learn the same way as their peers. I believe that this will result in ineffective teachers in the classroom, which will lead to poor outcomes for all of our students. I also believe that these poorly prepared educators will then leave the system and that the attrition rate for teachers will actually increase because these individuals were thrown into the deep end of the pool with no support. The inclusion of a "mentor teacher" will not solve this issue. The rule asks career teachers to take the place of an entire teacher preparation program, in addition to their duties as a classroom teacher. This is an unfair expectation for already stretched teachers and may lead to more educators, especially high quality teachers, leaving the profession. This is merely putting a Band-Aid on the problem and neglects what is really at the root of the shortage. In other professions, when there is a shortage or if they are struggling to attract high quality employees, employers will sweeten the deal in order to attract those into their profession. If my business is losing out to another, I make my job openings look more attractive to get those people in the door. I don't lower my expectations to get people to apply. That is what this rule implies. How can we look at our children and allow unprepared people in the classroom? Don't our children deserve better? In an era of increased expectations for our students, why are we lowering our expectations for our teachers? We must recognize what is at the heart of the teacher shortage and address those issues, including funding, teacher pay, class size, and the recognition that teaching is more than just knowing the facts from a text book. Just being able to do third grade math does not mean you know how to teach third graders to do math. Our students deserve better. I urge the Board to reconsider this rule.

Respectfully,  
Maggie Crockett

Maggie Crockett, PhD  
Clinical Associate Professor  
Department of Special Education  
University of Utah  
1721 Campus Center Drive, SAEC 2263  
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Michael Harman, *NEA State Director*

August 1, 2016

Utah State Board of Education  
250 East 500 South  
Salt Lake City, UT

Re: R277-511 Academic Pathway to Teaching

Dear Board Members:

On behalf of over 18,000 Utah educators, the Utah Education Association asks you to repeal R277-511 Academic Pathway to Teaching.

First, the Academic Pathway to Teaching (APT) creates a new Level I license, equivalent to other Level I licenses (R277-511-4-2a and R277-511-5-2a). Unlike candidates who graduate from a university preparation program or the alternative route to licensure program, the APT license is awarded before demonstrating any level of classroom experience, understanding of classroom management, pedagogy or instructional skills or knowledge of the Utah core academic standards for the grade or subject area.

In addition, there is no requirement that a school district or a charter school assess any of these skills in a timely manner, identify deficiencies or provide training related to specific instructional skills. The only requirement is that the LEA “prepare the APT level I license holder to meet the Utah Effective Educator Standards” (R277-511-6-2). By comparison, the Board has required that a university program must prepare teachers to meet the Utah Effective Educator Standards, teach the Utah core academic standards, prepare candidates with content-specific pedagogy and numerous instructional skills – all of which are specifically articulated in R277-504. Furthermore, the rule does not establish a timeframe in which an APT teacher must meet the Utah Effective Educator Standards. Since the APT Level I license can be valid for up to five years (R277-511-7-2a) it could take years for the APT teacher to meet this minimal expectation.

Second, the APT license establishes a statewide Level I license which is transferable between districts and is issued prior to any demonstration of teaching competency. Unlike a temporary license (letter of authorization, letter of eminence or letter of expanded eminence) the APT license is valid for up to five years (R277-511-7-2a). Unlike the LEA-specific competency-based license there are no stated restrictions on the portability of the APT license. Unlike the ARL license the APT license is awarded before completing any requirement to demonstrate classroom management, pedagogy or instructional skills or knowledge of the Utah core academic standards and before having any degree of classroom experience.

**From:** Michael Nagro [mailto:[mnagro@alpinedistrict.org](mailto:mnagro@alpinedistrict.org)]  
**Sent:** Monday, August 1, 2016 1:05 PM  
**To:** Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I do not necessarily oppose those with expertise in their fields becoming teachers, but the skills and perspectives gained in child development, adolescent psychology, and pedagogy classes, combined with observation of master teachers and student teaching are essential to improve the probabilities of success for new teachers entering the classroom. There are no guarantees, but the absence of the knowledge and skill sets gained increases the probability of even more turnover. Please ensure that all new teachers meet fair and equal criteria before experimenting on the children of Utah.

Thank you,

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"It is the struggle itself that is most important. We must strive to be more than we are...It does not matter that we will never reach our ultimate goal. The effort yields its own rewards." - Rene Echevarria

Michael J. Nagro  
Timpanogos High School  
[mnagro@alpinedistrict.org](mailto:mnagro@alpinedistrict.org)  
801-610-8175 x612

**From:** Michelle HARRIS [mailto:michelleharris@alpinedistrict.org]

**Sent:** Monday, August 1, 2016 2:44 PM

**To:** Board Rule Comments <rule.comments@schools.utah.gov>

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

To whom it may concern:

I wish to voice my opinion about the new Academic Pathway to Teaching that may take effect soon in our state.

First - The fact that Utah has a serious teacher shortage should send a clear message that there is a problem. The problem is that Utah does not pay their teachers well and the demands of being a teacher are appalling. Who wants to go into teaching anymore? It is obvious that teachers are not respected nor considered very important by our state government. To add insult to injury, now our state board is considering giving people licenses without even having experienced a moment in the classroom. That is a slap in the face of all educated teachers who have worked their tails off to get an education, get licensed, and to stay licensed. That is a clear message to teachers that they are useless. It also sends a clear message to parents and students that they are not worth the money it would take to pay teachers better and increase wages to attract new licensed teachers and keep seasoned teachers. Let's just scrape the bottom of the barrel and let anyone educate our children. Very demoralizing to teachers, parents and students and tells the rest of the nation that Utah does not value education or teachers.

Second - What is the plan for teachers that have been teaching? We are required to relicense - at \$100's of dollars each year to meet state requirements. We are required to put the money out to stay licensed and are not compensated for it, yet it is required. Of course it's good to stay educated and updated, but why is it good for one group and not the other?

Third - By just "letting" people in the system to teach, seasoned teachers are going to be expected to work alongside with these people to teach and mentor them. Teachers do not have enough time in the day to meet all of the demands already placed on them and now they will have more responsibility dumped on them for no compensation. We are already treated like we have no life outside of school hours and we all put in countless unpaid hours along with contributing part of our own paychecks to our classrooms, now we will have clueless people working alongside us while we babysit and teach them how to be a teacher. We will either have to take time away from our students or our families to accomplish this task. How unfair will it be to students who end up in the unlicensed teacher's classroom? I will pull my own children out of classes like that. I'm not going to jeopardize my child's education for a few bucks that our state does not want to fork out to pay decent wages for good teachers. I'm sure that other parents are feeling the same way.

Fourth - Along with problem #4 above, by pulling my own children out of classes that are taught by uneducated/licensed teachers, licensed teachers are going to be even more overloaded because their class sizes will be more than maxed out. Another thing that is unfair to licensed teachers.

Fifth - Will the board of education still continue to demand that licensed teachers stay licensed by fulfilling the requirements, or will we be "granted" relicensure? Why should we be required to stay current when the new teachers are not required?

Sixth - How in the world does the board expect teachers of this sort to have students succeed on the subject levels as expected? What kinds of grades will the schools be given that hire these kinds of teachers? What kinds of classroom management will these teachers have?

The solution that needs to be taken is to respect teachers and pay them what they are worth. Teachers used to be paid poorly, but were compensated with great insurance and great retirement benefits. Now we receive poor pay, poor insurance coverage and poor retirement benefits. Add this to the dock and teaching in Utah will become a joke. We will be laughed at more than ever because anyone will be able to become a teacher. Current teachers will be demoralized and feel less important than ever before.

Teaching is not for everyone. Before becoming a teacher, a person needs to understand that they will work double time for their pay, contribute some of their own finances to their classrooms, be worked beyond belief under very stringent demands, be expected to deal with unruly/disrespectful students with no recourse to treat it, be disrespected by parents. And now, they will be left feeling that they are not respected by their state board of education either.

Let's step up Utah. Pay your teachers competitive wages and attract strong, smart people to the education field. Require that they earn their license the correct way so that they will be an asset to their school and students instead of being a burden to other teachers around them and using students as guinea pigs while they learn how to be a teacher. We have a great state, lets keep it that way.

Sincerely,

Michelle Harris

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Michelle Harris

Eaglecrest Elementary

[michelleharris@alpinedistrict.org](mailto:michelleharris@alpinedistrict.org)

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**From:** 22amethyst@comcast.net [mailto:22amethyst@comcast.net]

**Sent:** Monday, August 1, 2016 2:57 PM

**To:** Board Rule Comments <rule.comments@schools.utah.gov>

**Subject:** R277-511

To the Utah State Board of Education:

I attended the public hearing on July 26, 2016, regarding R277-511 and want to let you know how strongly I oppose this rule and to urge you to rescind it.

I worked for a court for nearly twenty years. During that time I acquired an interest in and a familiarity with the law. Since leaving that employment, I have spent more than twenty years working with the law—doing such things as legal research and preparation of legal documents. And I am good at what I do. One of my two bachelor's degrees is in English; I am a competent writer. As I have engaged in discussions about various laws, rules, and court decisions over the years, I have been asked many times if I am an attorney, or I have been told that I should be an attorney, though I am not.

But, if I were to apply the rationale that you have attached to the APT (academic pathway to teaching), I should be able to become licensed as an attorney as long as I work for a prescribed period of time with an attorney-mentor and pass a written test. I do not believe a proposal like that would be well received—even by me. And I wonder why it is even being considered for the teaching profession.

Not only does this rule undervalue the profession of teaching, but it also implies that the children of Utah do not deserve professional teachers in their classrooms.

I realize that, as with any profession, some teachers are more effective than others. But why create an option that increases the potential for Utah's children to be subjected to less effective teaching? Teachers are entrusted with our most valuable resource; children should not be part of an experiment.

I have pondered many of the points that were made at the hearing. One that stands out is that creating an easier pathway to becoming a teacher will result in more people accessing that "path of least resistance," which will seriously threaten the high quality of teaching that currently exists in our state.

Interestingly, it appears to me that many of the people who have spoken in support of this rule do so because they are convinced they are already qualified to teach and should be able to bypass the rigorous requirements that help shape good teachers.

Investment enhances commitment. Most of the teachers I know personally have gone way beyond the original requirements for becoming a teacher and have acquired advanced degrees and additional endorsements. Those efforts not only make them better teachers, they also make them more committed to the success of their students. Retention of teachers will not be improved by lowering requirements. It's much easier to leave a place that was not difficult to reach in the first place.

Thank you for holding this hearing and for taking the time to listen to my concerns. I sincerely hope you will repeal this rule.

Lois P. Graviet  
South Ogden, Utah  
(801) 726-8234  
[22amethyst@comcast.net](mailto:22amethyst@comcast.net)

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**From:** Jennifer J. Howell [mailto:jennifer.howell@edxponential.com]  
**Sent:** Monday, August 1, 2016 2:20 PM  
**To:** Stallings, Angie <Angie.Stallings@schools.utah.gov>  
**Cc:** Janis Ferre <janisferre@gmail.com>  
**Subject:** Academic Pathway to Teaching (APT) R277-511

August 1, 2016

To: Utah State Board of Education

Re: Academic Pathway to Teaching (APT)

The Legislative Coalition for People with Disabilities (LCPD) is opposed to the Academic Pathway to Teaching (APT) program recently authorized by the State Board of Education (R277-511).

There is a significant research base documenting the impact teacher quality has on student achievement. Since teacher quality is critically important to student achievement, it is important that the USBE work to improve the quality of teachers in the classroom.

The APT program does nothing to address the quality of teachers licensed through this process, has no standards for the demonstration of teaching skills, and has no requirement that teachers demonstrate an understanding of the widely varied learning needs they will encounter in the classroom. For students with disabilities, the impact of a quality teacher is even more significant. Both general and special education teachers need a strong understanding of the strategies and techniques that are effective for students with disabilities. This program does nothing to prepare teachers for the complexities of working with students with disabilities.

Special education is consistently an area of critical shortage for the state of Utah, and multiple programs currently exist to address this shortage. The USBE Special Education Section provides funding to several of Utah's Universities to support higher education students in becoming licensed in this critical area. Special Educators may participate in the existing Alternative Route to Licensure (ARL) or Alternative Teacher Preparation (ATP) programs in order to develop instructional expertise while they are already assigned to teach. Unfortunately, many districts and charter schools report that teachers licensed through this process are unprepared. This anecdotal reporting is confirmed by research on alternative licensing options, which notes that teachers licensed through alternative programs who become certified over the course of 2 or 3 years "do about as well as other certified teachers in supporting student achievement gains; however, nearly all of them leave within three years. Teachers' effectiveness appears strongly related to the preparation they have received for teaching." (Darling-Hammond, 2005). The APT program does not provide a strong support structure for participants, and does nothing to ensure retention of teachers licensed through this process.

The Academic Pathway to Teaching is not designed to prepare teachers to work effectively with students who have diverse learning needs, including students with disabilities. The LCPD encourages the Board to repeal this program and instead address the shortage of teachers by developing a strategic plan to address the long term recruitment and retention needs within Utah schools. It is the responsibility of the Board to ensure that every Utah student has a skilled teacher and receives a high quality education in order to graduate ready for college and career.

Thank you for your consideration.

Jennifer Howell  
Jan Ferré  
Legislative Coalition for People with Disabilities

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-----Original Message-----

From: miriam bugden [mailto:miriam.bugden@gmail.com]

Sent: Monday, August 1, 2016 1:59 PM

To: Stallings, Angie <Angie.Stallings@schools.utah.gov>

Subject: Alternative pathways to teaching

Utah State Board of Education Members:

I am a certified, licensed Utah educator with a recent (2014) Masters degree. For the future of Utah's children as well as for a well prepared future Utah work force, I am strongly opposed to R277-511 Academic Pathway to Teaching.

A free marketplace does not work efficiently when the lack of, or a dearth of, a commodity is dealt with by flooding the market with lesser quality materials. Communities in need of well-trained police for example, do not allow high school hall monitors to step into the role of keeping the peace in our cities and towns. When Doctor shortages develop, Americans don't flood with market with graduates of Health Studies.

Like other professions, teachers undergo intense training to maintain a productive learning environment in classes. Lessons are differentiated (not dumbed up or down) for learning differences. Lessons must address students who are kinesthetic, aural, visual, etc. in their learning styles. Please show respect for my profession and do not short-change our children by enacting this proposal.

I love teaching, am well trained, flexible, willing to collaborate, intelligent, and am typically enrolled in continuing learning classes and yet, cannot find employment. I have interviewed in several locations and am still looking for a place to for 2016-17. I left Rose Park Elementary School (along with most of the teachers from the past two years) as the lack of consequences for uncivil behaviors created an abusive environment. Is it possible that our schools have deeper needs than filing them to the hilt and assigning classes to ill the prepared teacher?

I have to ask if refusing to adequately pay well qualified teachers is really an effective path for Utah? Will this choice stimulate our economy and bring innovative entrepreneurs to our state? Do the workers of the future want to leave their children in a system that creates a division between those with the means to take their children out of public schools and those who must stay? I beg you to be very careful when considering this frivolous, poorly thought-out proposal.

Miriam Bugden, M. Ed.  
801-641-3527  
Miriam.bugden@gmail.com

Sent from my iPad

**From:** Michelle Nielson [mailto:[mnielson@alpinedistrict.org](mailto:mnielson@alpinedistrict.org)]  
**Sent:** Monday, August 1, 2016 1:28 PM  
**To:** Board Rule Comments <[rule.comments@schools.utah.gov](mailto:rule.comments@schools.utah.gov)>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

My name is Michelle Nielson. I teach 5th grade at Vineyard Elementary in Orem, Utah.

I have read the many comments for and against the APT. While I can see people's perspectives from both sides of the issue, something just doesn't feel right to me about this new Pathway to teaching.

My fellow teachers and I are continuously trying to find better ways to be more effective, caring, attentive, and better able to meet individual student needs. Along with our own driving, self-motivated desires to do better in things that to us, make a huge difference for the students, we are also trying our best to meet the demands from school, district and state leaders to step up and meet the higher expectations that are pressing down hard on us. We ourselves are not satisfied until we reach that goal of being a true Master Teacher.

To me, it seems almost ironic that the State Board, who, among others, places the many demands and expectations and pressures on teachers in hopes of greatly improving our focus and effectiveness, would remove those very same, crucial expectations from ANYone who wishes to enter the teaching field.

If we want great teachers, we should maintain those same high expectations for those preparing to teach as well as those already in the field. Consistency in expectations makes a lot of sense to me. What is best for the student is still the main focus.

Thank you for listening to and considering my thoughts.

Michelle Nielson

Vineyard Elementary

please note I have a new email address [mnielson@alpinedistrict.org](mailto:mnielson@alpinedistrict.org)

**From:** Sheila Thomason [mailto:sthomason@alpinedistrict.org]  
**Sent:** Monday, August 1, 2016 1:25 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I have been a teacher in Utah for 10 years. We need more quality, trained, dedicated teachers--not just more bodies in the classroom.  
APT does not address the problems with education and why we are losing good teachers. APT will only add to the existing problems.

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**From:** Lois Harris [mailto:Lois.Harris@slcschools.org]  
**Sent:** Monday, August 1, 2016 1:21 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am writing to comment on the academic pathway to teaching, R277-551. As a teacher with over 15 years of experience I have worked with many student teacher candidates over the years. Those dedicated college students come to my classroom with plenty of theory and content knowledge. The real test is whether they can successfully work with over 175 middle school students each day.

I feel that allowing well meaning but inexperienced college educated people into the classroom is a misguided attempt to solve our teacher shortage. The most valuable thing I can impart to my student-teacher candidates is the ability to listen, understand and relate to all students. All of Utah's classrooms have diverse student populations that require teachers to be more than just an expert in their content areas. My student teachers have on the job training from me and other mentor teachers that cannot be gained outside the classroom. No one would assume that someone who likes science and reads books on how a human heart works would be allowed to perform heart surgery. In much the same way teachers need internships, mentoring and guidance before they can be expected to carry the responsibility for our students. Teaching is a challenging and rewarding profession. Please allow only responsible, well educated and well trained educators to continue to shape the future of Utah's young people.

Sincerely-

Lois Harris, M Ed.  
Northwest Middle School  
Salt Lake City School District  
Scanned By Microsoft EOP

**From:** Cyndy Daniels [mailto:danielsc@carbonschools.org]  
**Sent:** Monday, August 1, 2016 3:41 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I teach science at the middle school level. I am also concerned about the teacher shortage, however, I am very against the APT. We already have a way to an alternate license. APT puts the burden of mentoring would-be teachers on the backs of teachers that are already stretched to the point of breaking. I love teaching, I love science, and I love the students. I already put more than 12 hour days in during the school year, I have no idea how I would find the time to mentor another person without any training at all. I work hard to keep up with the changing curriculum and strategies.

Please work with the "teaching **profession**" to come up with solutions to the reasons for the high turnover and shortage. We need to address the underlying problems to prevent them from expanding.

Thanks for your consideration.

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Keep smiling ")  
Cyndy Daniels  
6, 7 science teacher

It is a significant problem that the APT Level I license creates a statewide license through a process that is only very broadly defined and without state oversight to ensure consistent quality. With the APT license, the Board delegates all responsibility to districts and charter schools to train APT teachers and requires only that they meet the Utah Effective Educator Standards (R277-511-6). But, the ability to train a teacher to meet the teaching standards will vary widely based on the capacity of a district or charter school. And a district may choose to hire and train an APT teacher but, since the license is not restricted to that district alone, the APT teacher may be hired the next year in a different district or charter school. How will the Board ensure that an APT teacher, regardless of whether they were trained in Ogden, San Juan or Alpine meets the same statewide standards? As a statewide license, not a district-specific license, the Board is ultimately responsible for ensuring that APT teachers are trained to a common high standard. Yet, the rule creates no expectation of oversight or quality management.

Third, the rule requires that an APT teacher be assigned a “master teacher” mentor (R277-511-6-1). Other than defining a master teacher (R277-511-2-3) the rule establishes no expectations for the role of the master teacher. The master teacher is not expected to be an expert in or trained in mentoring. By comparison, the Board has specifically required in R277-522 Entry Years Enhancement (EYE), that mentor teachers in the EYE program “shall have completed a mentor training program”. Given that APT teachers will not be required to have any foundational skills in lesson planning, curriculum development, assessment design, classroom management or other basic instructional skills it can be assumed that mentoring an APT teacher will be more intensive than mentoring a first-year teacher with some level of classroom experience, yet no training is required. In addition, no expectations for effective mentoring are outlined, such as providing release time or compensation for mentors or key instructional skills that should be highlighted. By comparison, the Board requires that EYE mentors shall arrange for a teacher to observe other teachers who use various models of teaching, assist with classroom management and discipline, share expertise about planning strategies, curriculum development and teaching methods, engage the teacher in self-assessment and reflection and more.

Given that Utah has the lowest per-pupil funding in the nation, many teachers have expressed concern that the master teacher mentor requirement is an unfunded mandate that will be added to their current full-time duties without any compensation or release time. Other teachers have expressed concern that this will add to their workload, regardless of whether they are assigned as the mentor, because teaching is a collaborative process and having an underprepared teacher on a grade level or department team becomes a burden to every teacher concerned about student learning. While compensation and release time are issues addressed by districts and charter schools, a policy which expedites licensing without maintaining high professional standards for every teacher puts more pressure on the system with those who are highly trained picking up the slack. This does not create a system that supports either the success of APT teachers or other teachers in a building.

Fourth, the minimal expectations required in the APT license disregard and discount the professional skills of teachers that are developed through years of study, training and practice in pedagogy and instruction. The assumption that someone who passes a Praxis test in middle school mathematics can walk in to a classroom having no knowledge of pedagogy, learner development or instruction and somehow create and manage a successful learning environment for 200, 13-year old students with widely diverse learning needs does not reflect the complexity of teaching and learning.

Fifth, there is no need for this rule. Multiple alternate routes to licensure already exist in R277-503 and provide districts and charter schools with flexibility in hiring in exceptional circumstances. The APT license adds another licensure process without improving existing routes. Amending the APT rule by

making the APT license district-specific rather than statewide or requiring classroom experience before receiving the license simply duplicates existing licensure routes. Therefore, the Board should study preparation and licensure requirements as a whole to clarify and improve licensure pathways rather than implementing a piecemeal approach that doesn't correct existing barriers and creates a new set of problems. Also, the APT license fails to address any structural problems which may be contributing to Utah's teacher shortage, such as compensation, class size or school climate, and thus is not a remedy for the teacher shortage.

Every student deserves a teacher who is ready to teach on day one. Therefore, **every** route to licensure, whether a traditional university program or an alternate route, should ensure that candidates have sufficient skills and training in classroom management, pedagogy and instruction **before** they receive a license and enter a classroom as the teacher of record. Rather than making it easier to become a teacher we ask that the Board establish clear, consistent, rigorous, professional standards for the preparation and licensing of all Utah teachers.

We recognize that there is a teacher shortage. We ask that the Board to collect and analyze data to understand the underlying causes of teacher recruitment and retention issues before enacting policy which may be detrimental to student learning. At the June 2016 board meeting data was presented which showed a number of trends — ARL candidates are retained at a higher rate than traditional candidates, districts have higher retention rates than charters, and Utah's loss of first year teachers is nearly twice the national average. However, no data was presented explaining *why* these trends are occurring. Without strong data to understand the source of the problem, policy "solutions" can end up creating more problems.

The Utah Education Association **asks you to reconsider and repeal R277-511 Academic Pathway to Teaching** at the August 2016 Board meeting and allow time to study the impact of the rule before proceeding.

We also ask the Board to immediately convene a taskforce to develop a comprehensive strategy to address teacher recruitment, preparation, licensure, induction and mentoring, evaluation, remediation and professional learning to ensure that Utah has a system to develop and increase teacher effectiveness and retention. We ask that the development of the strategy be done in cooperation with stakeholders — including teachers, teacher and principal associations, district leaders and principals, preparation programs, legislators and other stakeholders.

UEA is committed to developing and supporting highly effective teachers in every classroom. We stand ready to support the efforts of the Board to work together to study and solve the issues impacting the recruitment and retention of highly effective teachers.

Respectfully,



Lisa Nentl-Bloom  
Executive Director, Utah Education Association

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**From:** Courtney Raines [mailto:courtney.raines@yahoo.com]

**Sent:** Monday, August 1, 2016 3:43 PM

**To:** Stallings, Angie <Angie.Stallings@schools.utah.gov>

**Subject:** A child's education matters too much to throw industry leftovers at them and call it teaching

Hi Angie,

I'm writing to you today in response to the current situation with non teachers being put in the classroom. I've addressed this to you but it is directed at the committee or group meeting to decide on this matter. If i've reached the wrong person, I apologize and ask you forward it onto whomever should receive it.

My name is Courtney Raines, I'm a mother of four boys three of which are currently in a dual immersion public school learning Spanish. A program I chose in order to provide them a higher education here in Utah. In addition to being a product of the public school system myself, I also come from a long line of teachers going back to a one room school house in Emery County Utah where my Great Grandmother taught and hid her marriage in order to keep teaching. (Being married was against regulations at the time.) My Grandmother was a teacher, my Mother was a teacher and my Sister is now teaching. The art of teaching has been passed down generationally in my family and is a great point of pride and respect.

I am outraged to find out the direction the State of Utah has gone to solve the teacher shortage. I teacher who has studied, endlessly and earned their bachelor degree in education, undergone supervised student teaching and used what they've learned to develop their approach is being replaced with an individual who has no understanding of the complexities of teaching. What kind of professional are you going to find that is willing to take a pay cut and jump into a profession of which they have no experience? Not someone who is of high quality! You are taking the bottom of the barrel and putting them in front of our children and expecting good results? Children are more important than that, they are more important than new roads, they are more important than a new prison (Which we wouldn't need if children were valued and given a good education), they are more important than adults. They are dependent upon us to protect them, provide safe environments with teachers they can look up to and learn in ways they can't at home. If I wanted my boys to be taught by any old person with a bachelor degree I would teach them myself.

The answer isn't seeking subpar teachers, the answer is pay teachers more! How do you attract the best employees? The highest quality of talent? MORE MONEY! We have teachers living below the poverty line in Utah. For a family of 2 the poverty line is \$24,000. Yet these people are expected to do one of the most important jobs in our society for poverty wages? They are supposed to justify their passion and love of teaching to their spouse by saying, "I'm important to the children, I love what I do, its okay, we can eat Top Ramen every night for dinner as long as my students are taken care of." Would you, the law makers and deciding body of Utah education, make the same sacrifice? For how long? Would you forgo the comforts afforded people earning a living wage to teach the children of Utah?

It is very simple... doesn't take evaluations, committees or any board of disconnected members to see. Teachers need a working wage. Start with paying them what they're worth and see what happens! Its like magic, you pay someone what they're worth and it attracts more people who know they will be paid what they're worth. Instead of expecting them to be saints and altruistic with their professional pursuits, pay them what they are worth to the State of Utah and the shortage will end. We will have teachers flocking to Utah.

Please consider the decision you are making, allowing professionals who are not educators to teach our children is going to cause a downward spiral of issues that we, as a State, may not recover from. Children deserve better than people who cannot get a job in their own professions and are falling back on being a teacher. Our children are worth more than what we are giving them, they deserve better.

Thank you for your consideration of this matter,  
Courtney Raines

Utah State Board of Education

August 31, 2016

Re: APT (Academic Pathway to Teaching)

This coming August when school begins will mark the beginning of my 26<sup>th</sup> year of teaching. 10 years at a junior high and 15 years at a high school. All of my siblings as well as my spouse are all educators and the politics of education are always on the front burner of every family function.

It wasn't that long ago (2009) to be exact that there was not a teacher shortage. I remember specifically an English opening that had 60 applicants. It was stated on several occasions that teaching positions often had in excess of 100 applicants. It was during this period of economic recession that salaries stagnated and during one particularly difficult year steps and lanes were not granted in the district where I teach. I am grateful to be employed and enjoy being an educator. I revel in the challenge of teaching and striving to improve my performance as a true professional should.

Everyone has an opinion about education and I have listened recently to the many arguments regarding the recently approved APT certification policy just passed by the Utah State Board of Education. The public hearing this past week provided much to ponder.

The current teaching shortage is a challenge to all Utah school districts, but to some degree it has always been a challenge to recruit teachers to rural districts. Many teachers believe that the profession of teaching is being undermined by the APT program while demanding their support and mentoring. This teacher views the shortage as an opportunity to advance the profession and bring into alignment the expected accountability with the economic principles of supply and demand. The economic principle of risk and reward must find an equilibrium point or else there will continue to be a teacher supply problem that only disappears during times of economic downturn. However, if the reward is commensurate to the level of risk and accountability then competition will drive the supply of teachers.

The teacher shortage is a problem that needs immediate attention. There are two separate discussions that need to occur at the Utah State Board of Education. The first is adjustments to the APT that empower teachers by making them the lynchpin of successful implementation of APT solution, and second a discussion and policy adjustments that address a long term solutions to the teacher shortage. After much thought regarding the APT I have come to the following conclusions:

- All students in Utah deserve quality instruction from a professionally trained and certified teacher.

- Professional training of teachers requires both content knowledge and pedagogy.
- Currently there is a teacher shortage in Utah.
- The teacher shortage needs to be addressed in both the short and long term.
- The Utah State Board of Education has recently approved an additional pathway to teacher certification to give additional flexibility in hiring new teachers.
- A majority of teachers and university training program are opposed to the APT certification program as it currently exists.

My view of the solution is as follows:

- Bring educators to the table and acknowledge the legitimacy of their professional concerns with APT.
- Demonstrate through the strategic plan that address long term solutions to the teacher shortage. A good start would be the designation of the WPU as the number one priority of the board.
- I am not always in agreement with the UEA and I am almost always not in agreement with the NEA, but they are an important stakeholder and they do care deeply about educating Utah children. I am however not a member of these groups and do not in any way speak on their behalf. They should be respected and listened too and that appears to have not happened in this instance. The best decisions are created when under the microscope of opposing viewpoints.
- APT is in MY VIEW not far from being successfully implemented. I see it as a three-legged stool: The first leg is that the APT candidate have a bachelor degree (DONE). The second leg is that the APT candidate successfully demonstrate content knowledge through the PRAXIS (DONE), the third leg is the pedagogy and mentoring leg (PROBLEM).
- Allow districts to create (may already exist) internship program that pay, for example, a 2/3 salary until the APT candidates completes the pedagogy requirements. The mentoring portion of the plan is a best practice and is should be provided to all new teachers. The mentoring program however should be specifically funded. Once the APT candidate completes their course work they become a fully licensed teacher and immediately move into the teacher steps and lanes salary schedule.

I respectfully invite EVERYONE to disagree I am open to changing my view, but just a few thoughts.

Brent Strate

5993 South Park Vista Drive

South Ogden, Utah 84405

Sent with Good (www.good.com)

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**From:** Michelle Smith  
**Sent:** Monday, August 01, 2016 3:44:40 PM  
**To:** Board Rule Comments  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am a new teacher at Box Elder High School. I have just finished my first year teaching CTE Business classes. The year was a lot of work, as I am sure you well know, but also a great experience and I look forward to the upcoming school year. I am approaching the teaching profession from an alternative route. I worked in the business community for 25+ years spending 18 years and Utah State University and then worked for the State of Utah. I believe that my experience in the workforce is a huge asset in the classroom and it has helped me bring a lot of real life experience to my students. In fact, I am probably a perfect candidate for the newly introduced APT program.

However, I would like to express my concern for this program as it stands. When I began my Alternative Route to Licensure (ARL), I was a little annoyed that I was required to take so many classes. I felt that I had taught adults for many years and I understood the content very well. However, having now taken most of the required classes for my ARL, I realize how much I did not know. I have learned so much about teaching in the classroom. The pedagogy classes have been invaluable, and they will make me a much better and more prepared teacher. Even though I am probably the "perfect candidate" for the new program, I am glad it was not offered as an option for me. Being required to take the ARL pedagogy courses has made me a much better and more prepared teacher. {As an aside: When this was first announced, I debated dropping out of my ARL classes. It would have saved me a lot of time and money. However, I am so glad that I continued with those classes and learned all that I learned.}

As I understand it, the new program is supposed to allow the districts the opportunity to provide the training to their new teachers. However, I doubt that most districts are in the position to actually provide such training. I believe that the students will be the ones shorted if we bring teachers into the profession that don't have adequate training. I also worry that we are throwing these teachers into a very difficult situation and setting them up to have a bad experience. That will not help our profession either. I am in the perfect position to say that I have learned (in the past year) that there is so much more to being a great teacher than content knowledge & experience. Again, I believe this brings much to the classroom, but there is also the professional development that is necessary to be a great teacher--the pedagogy. I believe to remove this requirement waters down the noble profession of teaching, and I feel that this is a step in the wrong direction.

I am sure you are receiving a lot of feedback both positive and negative. I appreciate you taking the time to read my email. Having just been through this process, I just felt that I would be remiss if I did not offer my opinion on this subject. Thanks for all you do!

Thanks,  
Michelle Smith

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Michelle M. Smith, Teacher  
Box Elder High School  
380 South 600 West  
Brigham City, UT 84302  
Michelle.Smith@besd.net  
(435) 734-4840

Sent with Good ([www.good.com](http://www.good.com))

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**From:** Barbara Brown

**Sent:** Monday, August 01, 2016 4:28:17 PM

**To:** Board Rule Comments

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am a certified teacher of 23 years of service teaching students. I believe that teachers should be qualified and have worked through the appropriate programs to obtain a teaching license. It undermines all of us as teachers who have put in the time and effort to get trained adequately and have obtained current licenses to allow less. If a person truly wants to teach children, it doesn't really take that much time to get certified while doing college classes. The desire and effort needs to be there to complete this education. I understand this, as I worked hard to obtain a masters degree at the age of 60, while teaching full time as well. Licensing is important to everyone in the education process. Students are the ones that will be negatively affected the most. Let's not do things that will hurt our students' educations!

Sent with Good ([www.good.com](http://www.good.com))

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**From:** Bertch, Annette L

**Sent:** Monday, August 01, 2016 3:46:33 PM

**To:** Board Rule Comments

**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I am writing to oppose the APT rule. As an older teacher, I went back to school to obtain a teaching degree, through a Master's program. Requirements are more rigorous now than in years past, to get into the program, and then to complete all the requirements. Some of these included student teaching, practicum, passing the PRAXIS exam, and now the PLT exam. I am starting my third year of teaching, and am still on provisional license/first year. I attended the hearing and was surprised at the easy accessibility that college graduates might have in order to teach. It has been a long, hard road for me. School took me another 4 years (having obtained an undergrad degree 20 years previous), and I worked very hard to become a teacher. It would be unfair to the students to have an under qualified teacher placed in their charge, and to those of us in the teaching profession who have had to work hard to fulfill the requirements, to sit back and let others easily walk into the profession. I do not believe that these people would be truly committed to the teaching career. I agree with all the comments that were voiced at the hearing in opposition to this rule. I am working at an incredible school in Granite District. The principal and staff have been so supportive and professional, and have truly helped me to enjoy the career that I worked so hard to fulfill.

Dear Utah State Board of Education Members,

I am writing in vehement opposition to R277-511. I am a former 6th grade teacher in the Alpine and Davis School Districts, and am currently beginning my 36th year as a private preschool teacher.

Upon hearing of this proposal, I initially thought it was a farce--how could anyone who professes to support the education of children even *think* that bringing in individuals who haven't completed a rigorous collegiate educational program replace a teacher who has passed approved collegiate educational requirements, fulfilled State educational requirements, and continues (as required by State law) to hone their teaching skills in recertification classes and in-service training?! This proposal is unfathomable and so disappointing.

Sadly, by even proposing such a preposterous measure, the Board is telling the public that basically *anyone* can teach our children--regardless of basic understanding in childhood development, pedagogy, or teaching methods. Is there any wonder that a teacher shortage exists? This makes as much sense as allowing someone who has an interest in medicine, but who hasn't passed the rigorous requirements for a medical degree, to "help" out in our rural areas where medical shortages exist. Can you imagine the public outrage that would invoke?

I implore you to let common sense prevail. I implore you to support the individuals who have a passion for teaching and have therefore pursued a college degree in education.

Sincerely,  
Pamela J. Wing

August 1, 2016

Dear Utah State Board of Education Members,

I am writing in strong opposition of R277-511 Academic Pathway to Teaching.

As a fairly new teacher with three years of experience, I can attest to the indescribable value that I gained as a practicing educator from participating in a vigorous teacher-training program, which included vital academic coursework and years of hands-on training in many different K-12 classrooms. Throughout my teaching career, I have taught and worked with a wide variety of learners, whose physical, social, emotional, and academic needs I simply could not have met had I not received the necessary training.

I disagree with ruling R277-511 because it does not require teacher candidates to obtain the invaluable experiences of gaining a deep understanding of academic coursework, delving into classroom management strategies and philosophies, implementing various learning styles and techniques into actual classrooms before licensure, and learning how to address the plethora of diverse needs within our state. All of these crucial and fundamental aspects of teaching would be achieved by participating in a standard teacher-training program, which is not necessary under ruling R277-511.

I am also shocked and hurt that the field of education seems to be viewed by many, including board members, as a career that requires little to no previous training. This has appeared to be an ongoing trend nation wide and may be a major contributing factor to the current teacher shortage.

Please reject ruling R277-511 and seek a better solution that benefits every educator, student, and family in Utah.

Sincerely,  
Mariam Rampton

**From:** Melinda Madsen [mailto:msmelindaleigh@gmail.com]

**Sent:** Monday, August 1, 2016 4:17 PM

**To:** Stallings, Angie <Angie.Stallings@schools.utah.gov>

**Subject:** Regarding new state ruling on teacher requirements

August 1, 2016

Dear Ms. Stallings,

As I have read of the recent decision by the Utah State Board of Education to allow professionals to enter teaching without any teaching experience or education, and as I prepare to enter my eighth year of teaching, I find myself reflecting back on my journey as an educator – particularly my first year teaching. When I decided to enter the teaching profession I was 24 years old and already held a Bachelors or Art in English Literature. Until that point I had never had an interest in teaching, but found myself wanting more from my day to day work/career and an opportunity to (hopefully) make a positive difference in the world. I am grateful to have found a home in teaching, especially in Granite School District, but I would not have made it to eight years without being well educated and prepared to enter the classroom.

In researching the different avenues to pursue my new career I considered many options – including an alternative route to licensure through programs like Teach for America. Thankfully I chose a different route. I was fortunate enough to be accepted into Westminster’s Masters of Art in Teaching program in 2008 – I was never been more grateful for my decision to pursue a path of traditional teacher preparation than the following year when I stepped into my first classroom of 7<sup>th</sup> graders.

My first teaching assignment was in an inner city school, and it was the toughest year of my life. However, I vividly remember thinking in the first few weeks of teaching, “I’m so happy I went through a teaching program and did NOT do an alternative route!” Yes, it was a tough year; yes, I cried – a lot, but I survived because I was prepared! Through all the struggles, I was still successful because I had an in-depth understanding of classroom management, teaching pedagogies, and an understanding of teaching students of diverse backgrounds. I chose to educate myself on how to be a teacher – and I was expected to be educated – before I entered that classroom. I understand that not everyone has the time, opportunity, or money to get a Masters in Teaching before entering the classroom; I know that not everyone is going to walk into an inner city classroom on their first day of teaching, but I do not believe that varying circumstances in any way, shape, or form, supports the recent ruling to allow career experts to enter our classrooms unprepared - without an education in teaching.

Do our students need teachers who are experts in their content area? Yes! Our teachers should know the content they are teaching; however, if you notice in my personal experience above, not once did I mention my understanding of the English Language Arts content as part of what made me feel prepared to be a teacher. Do I have an understanding of English Language Arts? Yes! I spent four years studying it as an undergrad; I passed the PRAXIS; I am an avid reader and lover of writing, but my knowledge and understanding of my content is not what makes me a great teacher – my understanding of effective classroom management, building relationships with my students, and recognizing and understanding the various experiences my students have outside of my classroom (that innately effect their abilities to be successful learners) are some of the key things

that make me a great teacher! Only AFTER I have addressed all of these things can I effectively share my love and expert knowledge of literature and writing with my students.

We need teachers – I will not argue with that. Unfortunately, this is a profession that people do not want to pursue any longer. Is sending unprepared professionals into our classrooms really the answer though? I sincerely believe this decision by the school board will do more harm than good for our schools, profession, and our students. In addition to my own experiences as a teacher, I have witnessed teachers who have come into the classroom without an education in teaching, and I have seen these teachers leave the profession – quickly. This past school year I witnessed the frustration of a new math teacher – an expert in his field who was pursuing a PhD in engineering – who quit at winter break, and whose students suffered. This teacher’s replacement was another intelligent man with an expertise in math, but he also did not have any previous experience teaching (with the exception of college courses). Working in the room next door, I witnessed the frustration of him, his students, and his teaching aides on a daily basis as he struggled to manage his classroom of 7<sup>th</sup> graders in order to teach; unfortunately, when he did eventually get to teach, it was known that he often approached it through the language and attitude of a college professor. Were these men knowledgeable about their content? Yes. Were they knowledgeable about how to teach their content? No. During SAGE testing last year I asked one of my students, an exceptional and hardworking 8<sup>th</sup> grader, how her Math SAGE tests were going – her answer was that she kind of knew some of the things from the first part of the year (with the first teacher I mentioned), but she did not know anything from the second half of the year when the second teacher began, so she was just guessing. Unfortunately, these individuals were not prepared to be teachers and by allowing them to do so our students suffered.

If we want our profession to be successful, we need our teachers to be successful! If we want our students to be successful, we need our teachers to be successful! Fortunately, the second teacher mentioned above was part of the alternative route to licensure, so he will be supported and he will eventually have the tools he needs to be a successful teacher; however, if this new rule continues, he will not be required to get the education needed to be successful. There needs to be change. Our state – our country - needs to make changes to our schools and our profession, but I truly believe this new rule is NOT the answer! I urge you and the Utah State Board of Education to revoke the rule to allow individuals to enter our schools as teachers without acquiring the necessary requirements to licensure (whether through alternative routes of attending college courses while teaching or traditional teaching programs), and to work on different solutions to our teacher shortage problem. Allowing this rule to continue does not support teachers or students; it will not create a better education system in Utah. If the Utah State Board of Education truly wants to see positive change in our schools – this is NOT the answer!

Sincerely,

Melinda L. Madsen

*English Language Arts Teacher*

*Olympus High School (formerly at Weslake Jr. Highschool)*

*Granite School District*

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**From:** Olson, Michael W [mailto:mwolson@graniteschools.org]

**Sent:** Monday, August 1, 2016 4:54 PM

**To:** Stallings, Angie <Angie.Stallings@schools.utah.gov>

**Subject:** Teachers Without Licenses

Dear Angie,

I teach English at Olympus Jr. High. I worked hard to earn my license, just as any licensed professional does. There is a lot that goes into teaching English. English is my content area, and becoming an expert has been difficult. But as challenging as knowing my content area has been, knowing how to manage 240 students in a single day has been even more challenging. A good teacher knows how to get the students to discover answers on their own, not just download all of the information I have about Shakespeare into the students. It doesn't work that way.

Last year I taught across the hallway from a mechanical engineer working in his PhD. Because our school had lost a math teacher he was hired on a one year contract. He knew his stuff, but I and the other teachers around him spent many hours in his class trying to help manage the behavior problems his students were developing because he was not a licensed educator. He was not trained to help guide his students into becoming better learners. He only lasted until Christmas, then he was replaced with another math teacher who had not trained as a teacher. He was on a one year contract as well. The same issues cropped up, only amplified because the students in his class had now lost what little experience the first teacher had gained. The behavior problems started over again and the teachers around him tried to support him as best we could. But it was draining. And it took time away from our students and preparation.

Don't let this continue. Our students in Utah don't need anymore handicaps handed to them. Search for alternatives to stop the teacher shortage. Doctors go to medical school, lawyers go to law school and have to pass the bar. Teachers have to be licensed and trained to deal with the multitude of struggles our students bring to the classroom.

Kindest Regards,

Mike Olson  
Language Arts Teacher  
Olympus Jr. High

**From:** Stacey Pugh [mailto:stacey.pugh@ccsdut.org]  
**Sent:** Monday, August 1, 2016 7:51 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I wish to thank those who are dedicated to quality education for our children in Utah. Thank you for opposing unqualified teachers to be placed in the classroom. R277-551 does not reflect respect toward the teaching profession and all the professional training that is necessary for teaching today. Even with a professional degree and with hours of continued commitment to improving my skills in the classroom, I have days where I feel inadequate to meet the demands of increased behavioral and development needs. I appreciate all who work so hard to help us in our struggling but noble profession.

Sincerely,

Stacey Pugh  
Logan, UT

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Sent from Gmail Mobile

**From:** Jen P. [mailto:jpalomarez@alpinedistrict.org]  
**Sent:** Monday, August 1, 2016 10:01 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

I just had a friend get a job as a 3rd teacher. She majored in accounting and has had no teaching experience.

She said all she'll have to do to become a qualified teacher is to take a few classes throughout the school year.

I'm happy that she has a job, but I feel that she doesn't have any classroom experience, lesson planning, or testing experience.

Teaching is a really hard job. I actually feel that it is an insult to teachers and the teaching profession to allow anyone off the street with a bachelors degree to become a real teacher. The problem is in finding enough qualified teachers to fill our growing student population as well as retaining experienced teachers. To retain teachers the pay needs to align with the time and work that we do. We need help and support staff to help us with copies, material preparation, organization and extra student help so we can focus on teaching our students. Opening teaching jobs to the general public is like putting a band aid on a gaping cut. The core problem will still exist- low pay, high stress, 24-7 work with little or no help. The newly hired "teachers" are like long term substitutes who can fake the skills for a few days, but don't have the depth of knowledge or experience to teach children what they need to be taught. Teachers devote their lives to their classes and their craft. They should get paid for it.

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Jenifer Palomarez

**From:** Lisa K. Simmons [mailto:simmonsllisak@gmail.com]  
**Sent:** Monday, August 1, 2016 6:23 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Re: Comment on R277-551 - Academic Pathway to Teaching

Sorry, I do my best e-mail proofreading after I hit the send button!

My name is Lisa K. Simmons and this will be my 30th year serving as a professional educator at Springville High School in Springville, Utah. I have also served two 3-year terms as a member and several years as chair of UPPAC. I wholeheartedly agree that there is no greater call than that of being a teacher ... and I am experienced enough to know that NOT everyone is either prepared or suited to be a public school instructor nor should be entrusted with the classroom teaching of our children.

- APT will **not** solve Utah's teacher shortage nor will it serve to elevate the profession.
- APT, however, will most definitely serve to put our students more at risk.
- APT is a slap in the face to all professional teachers who have served with distinction and undermines a noble profession.
- APT is a hasty, shortsighted proposal that only further demeans and disrespects teachers who have chosen and sacrificed to prepare and continue to educate themselves to stay current and deepen their knowledge and refine their instructional practices.
- APT is a clear dereliction of duty.
- APT denigrates the university programs, professors, and USOE ARL program personnel who are held to and adhere to much higher standards and it mocks their students and candidates seeking licensure through a more rigorous route.

Why not ask teachers and LISTEN to their feedback as the experts on the frontlines and in the trenches everyday? Why not ask us for proposals on how to resolve this looming crisis? **Why not allow proven quality teachers who have retired or will need to retire financially, to return to the classroom sooner or serve as professional mentors without prohibitive penalties attached to their earned pensions?**

Respected leaders, intelligent men and women of good character, understand that wisdom is inseparable from humility. They recognize that to double-down on bad policy or fail to acknowledge errors in judgment or decisions is the mark of false pride. True pride co-exists with self-respect and self-esteem and is rooted in ethical actions that are consistent with selfless motivations to lift, support, and sustain others in their just and moral efforts to enrich and ennoble the lives of others. As a caring and concerned mother, teacher, taxpayer, constituent and civic minded Utahn, I ask you to respectfully represent my view, to support me in my educational efforts, and to reconsider this deleterious rule.

Sincerely,  
Lisa K. Simmons

On Mon, Aug 1, 2016 at 6:14 PM, Lisa K. Simmons <[simmonsllisak@gmail.com](mailto:simmonsllisak@gmail.com)> wrote:

My name is Lisa K. Simmons and this will be my 30th year serving as a professional educator at Springville High School in Springville, Utah. I have also served two 3-year terms as a member and several years as chair of UPPAC. I wholeheartedly agree that there is no greater call than that of being a teacher ... and I am experienced enough to know that NOT everyone is either prepared or suited to be a public school instructor nor should be entrusted with the classroom teaching of our children.

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Sincerely,  
Lisa K. Simmons

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**From:** Pacheco, Tabitha (UTVA) [mailto:tpacheco@utahvirtual.org]

**Sent:** Monday, August 1, 2016 8:32 PM

**To:** Board Rule Comments <rule.comments@schools.utah.gov>

**Subject:** comments on APT rule

There is so much more to teaching and the idea that anyone who can pass a content test can teach completely minimizes the training teachers received in their teacher prep program. Those who are pro APT teachers argue that principals and district hiring teams will still ultimately have the say on who they hire, and can choose not to hire Academic Pathway to Teaching teachers. However, I fear that the incredible damage to current teacher morale will be irreparable. The message will have been sent that teaching is easy, training isn't needed, and there is no need to focus on educational pedagogy. With already low enrollment in Utah's 10 current teacher prep programs, I worry that college students will stop choosing education as a college major altogether.

There is SO MUCH MORE to teaching than understanding the content. Understanding the subject area is the easy part. The challenge comes in presenting the content in an age appropriate learning manner, in using the effective teaching cycle, in having strong classroom management, while fostering an environment of safety and well-being.

I am not opposed to alternative routes to licensure, I myself decided after I finished my bachelor's degree, that I wanted to be a teacher. However, I then completed a 2 year teacher prep program with a yearlong internship before I was issued a Level 1 teaching license. I took courses on pedagogy and behaviors and working with diverse students. Even with a strong teacher prep program, it still took years of working with an amazing mentor, attending outside professional development, and lots of trial and error before I truly became an expert in my craft.

I understand that Utah is in MAJOR teacher shortage. However, I do not think this is the long term solution to the problem. Here are the concerns I see:

1- I have been on many hiring committees. If I was given a resume of a potential teacher who had not completed a teacher prep program and had ZERO teaching experience, I probably wouldn't even call that candidate in for an interview.

2- If a content test "teacher" was hired, I would be very concerned for the mentor/master teacher they were assigned to. Most mentor teachers I know are still teaching full time in their own classrooms. Having to mentor a teacher from scratch would be a significant amount of extra work for the master teacher. I worry that this will lead to burn out from assigned mentor teachers, and burn out from co-workers who have to pick up the slack.

3- This new policy is adding insult to injury. Teachers across the nation are already feeling undervalued and in the state of Utah, teachers also feel underpaid. If lawmakers are now saying, "Teaching is so easy, anyone can

do it!” what message is this sending to seasoned, effective teachers, who spent tens of thousands of dollars on a teacher prep program. I predict many teachers who were already feeling overworked and underpaid, will leave the profession.

4- What about the students? Is school turning into a glorified babysitting program? As a parent with children in the Utah public school system, I would be very upset if my child was placed in a classroom with a teacher who had zero training or experience. Are schools only looking for warm bodies to fill the open spots?

5- This is not a long term fix. I believe that many of these content test teachers will feel overwhelmed and unsuccessful in their first year(s) of teaching and will leave. Their school and district will have undoubtedly invested time and money into this teachers professional development and training. That money will have been wasted.

We much take a different approach to teacher retention and recruitment. As petty as this may sound, the truth of the matter is that teachers HAVE to be paid more. It is hard to recruit college students into the teaching profession when there are Utah school districts with starting wages under \$30,000. That is not enough money to support a family. When I was sitting in a required seminar before I took out my student loan, the presenter said something along the lines of, “If you are going into a low paying career such as TEACHING, taking out a student loan may not be a wise investment.” Utah also needs a plan for retaining quality teachers, such as offering various leadership roles—with corresponding pay increases. School districts and stakeholders can also do more to raise the profession by asking teachers to present at conferences, be invited to discuss education policy, and publicly recognizing teachers for a job well done.

*Tabitha Pacheco*



**Tabitha Pacheco NBCT**

High School Special Education Coordinator  
Hope Street Group National Teaching Fellow

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**Mission Statement:** Utah Virtual Academy students will attain superior academic achievement through parent involvement, innovative teaching and school accountability within a virtual environment that embraces individual learning styles.

**Special Education Mission:** Parents, teachers, and administration will work collaboratively with students to promote self advocacy and progress towards academic and personal goals.

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**From:** Rebecca Reed [mailto:beckymattreed@gmail.com]  
**Sent:** Monday, August 1, 2016 4:57 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** R277-511

Dear State School Board:

I implore you to reconsider the new Alternative Pathway to Teaching proposal, or R277-511. I am shocked to hear that anyone believes that just having a college degree prepares anyone to be a teacher! Just because we have all sat in a classroom, does not mean that we all know how to teach. Pedagogy and classroom management are even more important than content. Anyone can learn content. Not everyone can learn how to manage a classroom and teach! Plus there is currently an alternative route to licensure that already exists. Modifications of the current law would seem more appropriate. Any new proposal must include a provision of learning pedagogy, classroom management, and observation by a professional.

I realize that the current shortage of teachers means that changes need to be made, but I feel confident that if we addressed the real problem, we would not need this new rule. The real problem facing the shortage of teachers is that teachers are not considered professionals. The majority of people believe that anyone can teach and you are proving that true with this new rule. Teachers are not respected and that is the real reason for the teacher shortage.

This new rule will set these new "teachers" up for failure. Do they realize that they will have to put in many hours of preparation BEFORE and AFTER school with little or no compensation? That they will have large class sizes, outdated textbooks and equipment, and will need to supply the majority of the supplies they need? Do they realize that they will most likely have to advise a club, be scrutinized for their students performance on end of level tests, that they will need to differentiate instruction for up to 40 students in each class, and deal with behavioral problem? These new teachers will not stick with the profession either because it is so demanding, not respected, and they will have no idea how to be a teacher, because no provision for learning this skill, this pedagogy, will be required and you will still have a teacher shortage.

Please slow down. Reconsider. This new policy embraces the very thing that teachers are upset about. It tells the public that anyone can teach. That you don't really need to be educated as a teacher. Please don't perpetuate this myth! I have spent many years honing my teaching skills, attending workshops, and getting endorsements to help me become a great teacher. It takes a lot of work, effort, and time. I love it! But many people are not willing to put in all that "extra" for little money and no respect. Teaching is important and is a very specific set of skills that most people do not have. Please work in conjunction with teachers to find the most reasonable, and responsible solution to the teacher shortage without alienating the current teachers that you do have.

I appreciate your willingness to listen to input on this new rule. If you have any questions, please feel free to contact me.

Sincerely,

Rebecca Reed

**From:** Pamela Porter [mailto:pamalita0330@gmail.com]  
**Sent:** Monday, August 1, 2016 6:19 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT-R277-511

Hello my name is Pamela Bryson. I attended the meeting on Wednesday July 26th, but had no idea it would be that large and so hard to get an opportunity to speak. I could not get on the speakers list as I was teaching until 4:00 and it took me a half hour to get there. I am writing to you now hoping that you will listen to the reasons I oppose the APT licence.

First, my biggest frustration with the APT is not whether or not these well educated people with bachelors degrees are capable of taking on a classroom. My issue is what it will take to help them become a master teacher with no education classes under their belt. I know a lot of people already addressed this issue, but my deepest frustration comes with the phrase, "Assign a master teacher to serve as a mentor to APT level 1 license holder and prepare the APT level 1 licence holder to meet the Utah effective educator Standards.

**1. Lets start with "Serve"**- Teachers give many many hours already that are not paid for by the district or state. **These are hours that exceed greatly the contract hours.**

An example, this last school year I was not asked, but told I would be taking on 2 additional classroom preparations, to make a total of four (that is a lot in a middle school setting) I would frequently be after school preparing my four different classes (Art 1, Art 2, Ceramics 1 and Ceramics 2), email parents, inform parents of what were are doing in our classes via email, then I would unload and load the kilns, then as often as I could I would grade the ceramics art work, as that can not leave the room to be graded). By the time all these things were done, on a regular basis, I would leave the school about 6 PM. My work would not end at 6 pm, but merely get a brake. I would make dinner, maybe fulfill a few personal needs and then I would go back to grading paper for my other classes for an hour or two or three-four hours if its the end of the quarter. (the three hour sessions were due to a late work policy that all work may be turned in up until the Friday before the end of the quarter.) If you add these hours up it is like working two full time jobs during the school year. Remember, I had no choice in the matter, not even an option to switch to another school, as this information was told to me in late May, 1-2 months after the teacher job fair.

If you ask us to "Serve" you are asking us to give more of time that we already to not have. We give and sacrifice a lot of our own time already for the students. I heard at the meeting that you expect the district to give compensation for this "Service", but I don't think they have the money to pay what would really be fair for this sort of expectation. For the the last two years I have been a mentor and they paid us \$200-ish for the whole year of service. That was kind of a fiasco, but that is a whole other story as to why that is not working as well as it could. I will say, that I was not asked to do that "service", but rather pushed into it and "expected" to do it. I found out a day or two before my "service" while I was doing a full summer house remodeling project on a good neighbor house in the low-income "slums" of Magna, when i received a phone call telling me that I was

expected to arrive at the school in a couple days to help with mentoring. (the crazy part about that was that they knew well before that and didn't ask) (Yes I bought a low- income home so that i could afford to have a home.)

I would like to share with you the legal definition for **Involuntary Servitude**: "Involuntary servitude refers to being forced through **coercion** to work for another. The term is sometimes equated with slavery, however, it **does not necessarily imply the complete lack of personal freedom that accompanies slavery**. Involuntary servitude of individuals is **illegal in the U.S., except when in the form of punishment for a crime**. **The Thirteenth Amendment to the U.S. Constitution provides that "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."**

i know that the comparison is not exact, but it has some similar qualities. I feel at times that teachers, especially new teachers that are in their first 10 years, are coerced into doing too much "free work" already. We as teachers are already "expected"/"coerced" to do many other things besides teach students, if we want to stay with the profession that we spent 4-6 years going to school for. Many times we are not asked to be on committee, but placed on 2-4 committees that require our unpaid time after school. We are asked or told we are to be a mentor. There are many things we do that consume our already low bank of time.

2. "**prepare** the APT level 1 licence holder to meet the Utah effective educator Standards"- This frustration is going to be quick and simple. I am not a professor of education and neither are most other teachers. We do not devote the same amount of time to studying pedagogy as does a professor at a university. It is not and should not be a Master teacher/Mentors responsibility to prepare another teacher for effective educator standards.

It is things like this that the state and federal government and local school districts "make" teachers do, that is driving teachers away from education. We struggle to barely make ends meet and then you want more from us. I'm sorry that old mantra, "Do it for the kids," just isn't going to work for the future. Some teacher must have a second job to put food on the table, and they won't be able to "serve" as the master teacher. If they didn't have to work second jobs maybe they could devote more time and quality to their teaching.

This ruling is wrong and if you really desire to know why teachers are leaving the profession in the state of Utah ask us, REALLY, ask US.

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**From:** KRandle [mailto:kdrandle@gmail.com]  
**Sent:** Thursday, August 4, 2016 1:08 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** On the new rules

I am sending this, understanding (now) that I have missed the deadline by three days. I had read somewhere that August 8th was the date I needed to worry about. So if you cannot accept this little essay of mine, I will totally understand. I am, however, stubborn enough to hope that I might still be read, three days after I should have "handed it in."

I appreciate the opportunity to join in the discussion of the new teaching track protocols; I am fairly passionate about this issue, and am anxious to throw in my couple of cents here.

I am proud of the fact that I have been a professional educator. Aside from the fact that I was raised in a church that required constant learning and teaching - along with intelligent verbalization of complex and often abstract concepts and emotions - I taught six semesters of English 111 as a grad student at university, and went on to teach at both Brighton and Lehi secondary schools.

I will tell you that I was a very good professional teacher, and that I have continued to teach outside of that venue for decades. People who were students of mine as long as 40 years ago are still hunting me down - productive people, grown-ups now - Facebook friends, etc - so I'm pretty sure I did my job well.

Creds finished.

What I want to say is this - I was certified. I went through all the education. And when I look back on what worked and what didn't - what made me a teacher who people remember with respect - I have to tell you that the training taught me NOTHING of what turned out to be most important. Sitting on my behind in a classroom learning trendy techniques and theory? Useless to me.

I was afraid, when I heard about the opposition to this new way of bringing teachers in, that what we're facing is the power of the teacher's union. I always hated the UEA and refused to join it. I'll be FURIOUS if they strike this down. Protecting the job of an ineffective teacher is NOT a positive thing.

In my opinion, "teaching" is not essentially a craft. It is an art. A person who "does" fingernails (alluding to the KSL article I read about this opposition) is first a craftsman - someone who needs practice controlling physical tools in order to be able to accomplish a physical product. There can be some art in it.

But teaching is, at the heart of it, like loving and singing and gardening. At the core of teaching is the true art of communication; when something like this is mathematically reduced, as it was for me in the BYU 100 level classes, to charts and argot - does anybody walk away from that "finally" knowing how to communicate?

Teaching involves instinct, empathy, wisdom, strength of personality, imagination, energy, love, and the ability to fascinate. When we turn education into an assembly line - streamlining and imposing programs - we lose the power of it. Kids learn from people who intrigue them, understand them, play them like beloved fish. But in our traditional American purview, we have been too much concerned in pushing people through a process.

We have thousands of teachers whose most useful tools have everything to do with quantifying results and little to do with communication anything significant. We test. We grade - we have to spit out numbers so that we can measure our effectiveness and the kids' "knowledge." Quantification is, in my opinion, the antithesis of teaching - but it's so much more easier to do than actually passing along perspective and understanding. You can point to data, make posters of it, analyze the heck out of it and discuss till the cows come home. Busy us.

Maybe you can't really analyze and quantify what a child has learned - maybe the only way you can make assumptions about the "success" of your teaching is by doing a post-mortem evaluation at the end of each life. But you can certainly tell if a dog knows how to do a trick - if you're waiting on the other side of the hoop with a treat in your hand.

I do NOT have to tell you how many crappy teachers there have been in the world. You've had them. I've had them. I can remember the four or five truly wonderful professional teachers I've had in my life. And I remember some of the terrible ones. But there are dozens I can't remember at all. Not their names. Not their faces. Certainly not what they "taught" me through all those hours I spent trapped in their classrooms. What we want are not people with nice little certificates, but people who see the world through eyes opened by amazement, who can use language to start fires, who can lead through love, example - we need people with natural talent. And how the heck are you going to measure that in applicants who have been filtered through some internet application process?

I love the idea of the master and the apprentice - of people who can actually DO something taking on apprentices who will share in the experience, learning timing and attitude and how to build appropriate and healthy relationships by watching them happen. Sitting in a chair in an institutional room is NOT the way to learn to teach. What taught me how to handle a classroom was handling a classroom. What taught me to communicate - well, I was born that way - but it was DOING it. You can't test for that - for love and charisma and beautiful communication skills.

Tell me - if every person who has passed through the American public schools - and then gone on to grow up and be productive - cannot communicate well enough to teach what they have learned, is this to be considered something their teachers can call a triumph? If we cannot trust those who go on to perform something on a professional level, to have skills they can teach others, then what is this school system of ours worth?

I LOVE this new way of pulling in teachers. Find the ones who can actually DO things. The ones who have world experience. The ones who have TALENT. The ones who are fascinating and fascinated. Having found them, the trick is not to ruin them, bore them, slow them down, WEIGH them down in some endless classroom - but give them their heads. I would have taught well without a single hour of classroom instruction.

Here's the truth - when I was a student teacher at Orem high, I walked into the classroom, taught one day in front of my cooperating teacher - and never saw him again. The man left the classes to me, ran errands all day (off campus), and hung out in the teacher's lounge while I handled all those classes totally on my own. Some of those kids became my dearest friends in later years. I opened up new ideas for them. I had no problem running that classroom - with discipline - with anything. I wondered why the heck I wasn't being paid for that time, actually. I was only twenty one, maybe three years older than some of those kids - but that didn't stop me for a minute. In fact, maybe I understood them and believed in them - knew them better than did the middle aged dude who couldn't be bothered even to check and make sure I was doing my job. And again - the things that helped me teach those kids with the vibrance I did were not things that I was endowed with for sitting in a sterile classroom, passing tests, making out bogus lesson plans and writing papers.

I knew what had worked for me during my own school years, and what had not. And I was not about to repeat the same kinds of things that had bored me to death as a child in my own classroom.

Forget posters and bulletin boards. Forget certificates. Find the people who light up a room, and whose own eyes and hearts are lit up by their disciplines, their passionate love for the things that fascinate them, who have the gift of reaching out to people and lighting fires in minds. Find them face to face, not on paper - and grab them for your schools. And get rid of the ones who need to dominate, or are afraid of trying to do something in the world outside of the safe classroom. Get rid of the boring ones. The ones who are satisfied checking off boxes and days on the calendar. Even without them you'll have enough left brain people to keep things going, I promise - but you'll have happier, more interested, excited students who will not just graduate, but who will shoot out the other end of schooling like comets - fueled by joy and hope and confidence, fires lit by teachers who feel that same joy and hope and confidence.

If you only look in certification classrooms for those people, you will miss so very much -

Kristen D. Randle

**From:** Tamala Johnson [mailto:johnsont@grandschools.org]  
**Sent:** Monday, August 8, 2016 10:57 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Bachelor's Degree + Praxis Exam doesn't a teacher make!

I would like to go on record about giving Level 2 licenses to anyone who has a Bachelor's Degree and has passed the Praxis exams. I disagree with this idea. I have been teaching for 9+ years and have heard nothing but the public crying for "HIGHLY QUALIFIED" teachers. We spend 4+ years studying best practices. We observe others implementing those practices. We practice them ourselves with master teachers observing and critiquing. What is being proposed would not be considered "HIGHLY QUALIFIED". I have also heard "We are a profession". What other profession would allow this type of action to happen.

What I would recommend is higher pay for teachers so as to attract quality candidates. I believe more people would pursue teaching as a career if the salary reflected the time, education, continuing education, and stress of this profession.

I really think this is a bad idea to allow anyone with any Bachelor's Degree who has passed the Praxis Exams to receive a Level 2 licenses.

Tamala Johnson  
2nd Grade Teacher  
HMK Elementary School  
Moab, Utah  
[johnsont@grandschools.org](mailto:johnsont@grandschools.org)

**From:** ottowy@aol.com [mailto:ottowy@aol.com]  
**Sent:** Wednesday, August 3, 2016 12:35 PM  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

This rule would not help the teacher shortage for three reasons.

First, teachers have worked so hard to be seen as licensed professionals. This ruling would literally undermine everything that we have worked for. We wouldn't be regarded as the professionals we are. This would literally give clout to the statement, "Those who can't teach!"

Second, as a mentor teacher I have spent hours working with new teachers that already had their training. Imagine the HOURS that it would take to literally "teach a person to teach." This should be done in a college setting with competent instructors. Furthermore, this would also be bad for students because they would not be getting a quality education. Having recently moved from kindergarten after ten years to third grade. My first year in third grade was not the best. I was a career education and struggled and my students' scores were not as high as they could be. Can you imagine how much someone coming in with no experience would struggle?

Third, this rule would also encourage turnover. That first year of teaching you literally hang on by your finger nails and depend on your mentor teacher. This rule would make that first year hanging on by one fingernail, because you wouldn't have the knowledge base to pull from. Mentor teachers are great, but they can't do everything for you without their own class suffering.

In conclusion, this rule would only hurt the current educational system by putting people unlicensed teachers in classrooms and thus lowering the standards, mentor teachers can't do everything, it would not give these teacher a fighting chance to complete their first year! It would be too difficult to learn everything you need to in three weeks.

Sincerely,

Patti Zealley

**From:** sgj [mailto:sorreljakins@gmail.com]  
**Sent:** Tuesday, August 2, 2016 11:27 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Cc:** Janae Jakins (Google+) <reply-103059017811723533830@profiles.google.com>  
**Subject:** ACADEMIC PATHWAY TO TEACHING (APT) RULE

If you leave a bureaucrat alone for five minutes he will design a new form for you to fill in. Get rid of all school districts, let the state department of education handle all administrative duties with a minimum staff complement, let the parents-teachers associations maintain the facilities and run the extra-mural activities. This will leave the teachers to teach and the extra \$\$\$ savings can be plowed into the teachers salaries.

**Sorrel Jakins, esq.**  
851 Brookside Drive  
Springville Utah 84663  
United States of America  
[sorrel.jakins@gmail.com](mailto:sorrel.jakins@gmail.com)  
USA 801.252.5467 (801.2.JAKINS)

**From:** Mike Gibson [mailto:megibson@gmail.com]

**Sent:** Tuesday, August 2, 2016 1:49 PM

**Subject:** Academic Pathway to Teaching

I would like to add my comments to the proposed "Academic Pathway to Teaching" program. I don't see what the need is for a program that allows individuals to teach without any education training, without even requiring them to get this training while on the job. The current program for individuals like this, the ARL (Alternative Route to Licensure), is perfectly sufficient. The requirements are not onerous and provide new teachers a reasonable amount of education in generic education skills. My wife went through this program and is now a successful Math teacher. If someone isn't even willing to take some courses to help them learn how to be a teacher, then I question their commitment to teaching in general.

Thank you,  
Mike Gibson  
3452 Medford Dr.  
Bountiful, UT 84010

Comments from a 40-year teacher who retired in 2008.

I feel that the movement by the State Board is a slap in the face of every educator that paid many dollars and hours to certify. Even after my college degree I went back to take classes to be a better teacher. Earned my BS and then a Master of Fine Arts. Our school district and state required us to pass teacher certification courses and engage in professional development in order to recertify. Now school districts are going to hire professionals because they are short on teachers. The reason for the shortage is the legislative branch from the governor on down has not funded teachers. There are negative comments from legislators about teachers and a serious lack of funding. When I was teaching school, we had a strong union that would stage strikes if necessary. Now the union is a wimp.

This solution is highly unfair to the children of Utah. Funding and certification (teaching certification) should be in place. School districts are going to jump all over this and hire the professionals so they can pay them less and ignore the teachers that know how to teach. Lack of teachers because of funding and the way they are treated. Educators are not valued and classes are overcrowded. Because of this teachers are burning out in the first year.

Strongly disagree with this new path.

**From:** Mary Contreras [mailto:mary.contreras@washk12.org]  
**Sent:** Tuesday, August 9, 2016 3:12 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** Comment on R277-551 - Academic Pathway to Teaching

**It matters that all students have a high quality teacher ready on Day 1 to reach, teach and inspire.** APT recognizes the importance of content knowledge, but does not require ANY training or experience in pedagogy-the art of teaching.

**It matters that the professional license to teach has integrity and is indicative of quality and experience.** As written, APT would grant full licensure (not provisional) with zero practical classroom experience. What other profession would allow this?

**It matters that there are alternatives to traditional licensure routes already available.** APT is unnecessary. Efforts should be focused on improving existing non-traditional pathways to teaching, not undermining them.

**It matters that we have a critical shortage of teachers in Utah.** APT does not begin to address the core reasons why people are leaving or never entering the classroom. Let's work together with our Utah State School Board to get to the crux of the problem-and not accept the bandaid of APT.

APT is not a solution !!!!

7.2018

Dear Sus JMs

Are you out of your minds?

In stead of looking for  
the Best educators  
you are scapping the  
bottom — "Catch as catch can"

SHAME!

Get after the legislature  
for money and get  
the best.

If you care!

J. Stangl

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**From:** Julie Durfee [mailto:durfeej@grandschools.org]  
**Sent:** Thursday, August 11, 2016 10:06 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Cc:** Julie Durfee <durfeej@grandschools.org>  
**Subject:** New teacher licensing proposal

Dear Mark Huntsman,

I am sorely disappointed to hear of the new proposal that any person with a BA degree can simply take the Praxis test and receive a Level 2 license! That standard is not sufficient to qualify or by any stretch of the imagination, equip a person to enter the classroom and have the skills and aptitude to teach, or understand the needs of the students without any prior exposure, practice or experience in the classroom. It's very disturbing to consider what the students might encounter with a person with so limited qualifications. Please stand against this proposal, and I will pray that it will fall by the wayside!

Thank you for your time and consideration to fight for this issue/problem/proposal!

Signed,

Julie Durfee

2<sup>nd</sup> grade teacher at HMK Elementary School in Moab, Utah

**From:** BreAnn Russell [mailto:russellb@grandschools.org]  
**Sent:** Wednesday, August 10, 2016 4:55 PM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** The Academic Pathway to Teaching

To Whom it may concern,

I am writing to tell anyone who is involved in passing the "rule" on the APT program that it should NOT go through. It feels so degrading as a recent graduate to have someone who never went to school for teaching be able to just jump in and teach. I had to pay who knows how much to graduate (I can refer you to my student loans for proof!), take 5 years working 2 jobs AND going to classes to get where I am today. Do we really not respect our teachers enough to give credit where credit is due?!

Next, let me use a great example from my recent years of being a high school cheer coach. I have had some amazing, talented dancers on my team. They can do very difficult choreography and can remember a dance after one day. HOWEVER, when those same girls go to teach the rest of the team I see a new person. They get frustrated, second-guess themselves, and eventually resort to saying, "just do this..." while showing some move that they don't know how to explain or breakdown. Now, I'm not saying that you can relate to teaching a dance, but if you were asked tomorrow to teach a group of 20+ people how to do something WHILE making them sit still, not fight AND be able to retain the information do you think you'd be ready to go? If you say yes, then you must be a used car salesman because that would be amazing!

I cannot tell you how hurtful this would be for our society if we let this pass. Bottom line, if you child got a new teacher and you found out he NEVER took one course in education, would you ask to have your child moved from that class? Even if you don't want to admit it, the answer is YES! We cannot do this disservice to our children! They deserve a quality education from a highly qualified teacher who had the desire to teach from the beginning. That will be the person who puts the best interests of the child at heart, and THAT is who I want to be in my child's classroom.

I will be happy to speak on behalf of all the teachers, parents, families and community members that agree this is NOT something that we want to happen to our education system.

Thank you for taking the time to listen to my concerns.

Sincerely,  
BreAnn Russell  
[123bre@live.com](mailto:123bre@live.com)

**From:** Joshua Cameron [mailto:cameronj@grandschools.org]  
**Sent:** Thursday, August 11, 2016 11:14 AM  
**To:** Board Rule Comments <rule.comments@schools.utah.gov>  
**Subject:** APT Rule

To whom it may concern,  
I am an 11th grade English teacher with a Master's degree and 9 years of classroom teaching experience at Grand County High School. Let me cut straight to the chase. The new APT rule stipulating that new teacher's with a Bachelor's degree and a passing Praxis score do not need a level 2 license is not a good idea. In fact, it makes us Utahns look like we don't value educating our children or the teaching profession seriously. The new rule speaks negatively to our teaching values if we are willing to lower the standards of becoming a teacher whenever we enter a teaching shortage. Let's maintain the integrity of our schools and make a teaching license a requirement to become a teacher in Utah.

Sincerely,  
Joshua Cameron