Education in Utah: The Challenge
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The Students

We must do all that we can, to give our children the best in education and social upbringing - for while they are the youth of today, they shall be the leaders of tomorrow.

John F. Kennedy
80% of Growth (916K)

School districts in these 5 counties include:

- Weber
- Ogden
- Davis
- Salt Lake
- Granite
- Murray

- Canyons
- Alpine
- Provo
- Nebo
- Washington

2010-2030 Population Change
Minority Share of K-12 Students

Source: The Utah Foundation based on the National Center for Education Statistics data
The Teachers

"The happiest people I know are dedicated to dealing with the most difficult problems."

Reasons to Become a Teacher

- To live with a deep sense of purpose.
- To be the one caring adult in a child's life.
- To be a student for life -- the Lead Learner.
- To pay it forward.
- To inspire generations of change.
- To ignite the spark of learning.
- To give back.
- To experience the joy of working with kids every day.
- To help the underdog.
- To explore your creativity.
- To motivate other teachers by example.

Katrina Fried

*American Teacher: Heroes in the Classroom*
Utah New Teacher Supply

New Utah Teaching Licenses

<table>
<thead>
<tr>
<th>Year</th>
<th>Early Childhood Educ</th>
<th>Elementary Education</th>
<th>Secondary Education</th>
<th>Special Education (K)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12_13</td>
<td>155</td>
<td>1211</td>
<td>1016</td>
<td>373</td>
</tr>
<tr>
<td>13_14</td>
<td>115</td>
<td>1107</td>
<td>982</td>
<td>376</td>
</tr>
<tr>
<td>14_15</td>
<td>105</td>
<td>1163</td>
<td>886</td>
<td>400</td>
</tr>
</tbody>
</table>
Five Reasons New Teachers Want to Leave

- Heavy workloads
- Teacher bashing in the press
- Constant changes
- Challenging student behaviors
- Accountability and testing

The Teacher Candidates

If we need a net gain of approximately 3,000 teachers by 2020, what are we doing about it?

"The question, and one that needs to be empirically investigated is, 'Are we overproducing certain kinds of teachers school districts aren't looking for and under-producing certain types of teachers that schools and other types of employers are desperately looking for?' " Riley, Deans for Impact
Why do you want to become a teacher?

<table>
<thead>
<tr>
<th>Mark all that apply.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enjoy working with children and young people</td>
<td>80.5</td>
</tr>
<tr>
<td>Want to make a difference</td>
<td>74.8</td>
</tr>
<tr>
<td>Variety - every day is different</td>
<td>56.9</td>
</tr>
<tr>
<td>Inspired by my teacher(s) at school</td>
<td>37.5</td>
</tr>
<tr>
<td>Love of my subject</td>
<td>36.1</td>
</tr>
<tr>
<td>To have fun</td>
<td>32.5</td>
</tr>
<tr>
<td>Great experience in my own education</td>
<td>29.8</td>
</tr>
<tr>
<td>Having longer holidays</td>
<td>19.8</td>
</tr>
<tr>
<td>Family members work in education</td>
<td>16.4</td>
</tr>
<tr>
<td>Poor experience in my own education</td>
<td>13.4</td>
</tr>
<tr>
<td>Avoiding having to use childcare if have or starting</td>
<td>9.6</td>
</tr>
<tr>
<td>Limited career options after graduating</td>
<td>7.3</td>
</tr>
<tr>
<td>Other (specified)</td>
<td>6.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Area</th>
<th>Mean</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>$65,496</td>
<td>1</td>
</tr>
<tr>
<td>Computer Sciences</td>
<td>$62,298</td>
<td>2</td>
</tr>
<tr>
<td>Physical Science</td>
<td>$52,882</td>
<td>3</td>
</tr>
<tr>
<td>Math and Stats</td>
<td>$45,997</td>
<td>4</td>
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<tr>
<td>Business</td>
<td>$45,808</td>
<td>5</td>
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<tr>
<td>Architecture</td>
<td>$40,461</td>
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<tr>
<td>Health Professions</td>
<td>$39,749</td>
<td>7</td>
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<tr>
<td>Interdisciplinary studies</td>
<td>$39,695</td>
<td>8</td>
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<tr>
<td>Agriculture</td>
<td>$39,686</td>
<td>9</td>
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<tr>
<td>Communications/Journalism</td>
<td>$39,046</td>
<td>10</td>
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<tr>
<td>Social Sciences</td>
<td>$37,661</td>
<td>11</td>
</tr>
<tr>
<td>Gender/Women Studies</td>
<td>$37,500</td>
<td>12</td>
</tr>
<tr>
<td>Parks, Rec, Fitness</td>
<td>$35,915</td>
<td>13</td>
</tr>
<tr>
<td>English Language and Literature</td>
<td>$35,415</td>
<td>14</td>
</tr>
<tr>
<td>Biology and Biomedical Science</td>
<td>$34,703</td>
<td>15</td>
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<tr>
<td>Natural Resources</td>
<td>$33,895</td>
<td>16</td>
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<tr>
<td>Visual and Performing Arts</td>
<td>$33,868</td>
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<tr>
<td>Liberal Arts and Humanities</td>
<td>$33,607</td>
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<tr>
<td>Transportation</td>
<td>$33,600</td>
<td>19</td>
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<tr>
<td>Psychology</td>
<td>$31,763</td>
<td>20</td>
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<tr>
<td>Education</td>
<td>$31,384</td>
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</tr>
<tr>
<td>Family and Consumer</td>
<td>$30,994</td>
<td>22</td>
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<tr>
<td>History</td>
<td>$30,700</td>
<td>23</td>
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<tr>
<td>Social Work</td>
<td>$30,556</td>
<td>24</td>
</tr>
<tr>
<td>Philosophy and Religion</td>
<td>$30,310</td>
<td>25</td>
</tr>
<tr>
<td>Foreign Language, Literature, Linguistics</td>
<td>$25,500</td>
<td>26</td>
</tr>
</tbody>
</table>
Weber State Teacher Education Applicants

The chart shows the number of applicants admitted and not admitted from Fall 2006 to Fall 2015. The data is color-coded: orange for admitted and blue for not admitted.

- Fall 2006: Admitted > Not admitted
- Spring 2007: Admitted > Not admitted
- Fall 2007: Admitted = Not admitted
- Spring 2008: Admitted > Not admitted
- Fall 2008: Admitted > Not admitted
- Spring 2009: Admitted > Not admitted
- Fall 2009: Admitted > Not admitted
- Spring 2010: Admitted > Not admitted
- Fall 2010: Admitted > Not admitted
- Spring 2011: Admitted > Not admitted
- Fall 2011: Admitted > Not admitted
- Spring 2012: Admitted > Not admitted
- Fall 2012: Admitted > Not admitted
- Spring 2013: Admitted > Not admitted
- Fall 2013: Admitted > Not admitted
- Spring 2014: Admitted > Not admitted
- Fall 2014: Admitted > Not admitted
- Spring 2015: Admitted > Not admitted
- Fall 2015: Admitted > Not admitted
Enrollment Decreases in Teacher Preparation Programs

- Better economy
- Less stable career
- Less control over professional life
  - CCSS
  - Testing and accountability
  - High stakes teacher evaluation
  - Erosion of tenure
- Budget cuts

Westervelt, nprED, 2015
The Task: Taking Action

Action Session 1: Perception & Image of Education
- Groups A - D
Action Session 2

Group 1: Special Education
Group 2: STEM
Group 3: ELA
Group 4: Specialized Content
Group 5: Human Resources
Group 6: Higher Education Administration
Action Steps for Perception and Image

Common Items

- Bring key stakeholders; legislators, vocal community members, parents; into schools to see what teachers do for the whole day - including PLCs, use of technology, higher order thinking. Demonstrate the level of professionalism which is required.
- PR: social media, positive responses to negative posts, PSA about positive teaching perceptions, "key communicators" (Box Elder).
- Partnerships - Higher ed, public ed, business (Roy cone, Goldman Sachs)
- Promote professionalism within the profession: dress, decision-making, no whining, self-advocate in a positive manner.
Action Steps for Recruitment and Retention

Stronger partnerships between university teacher preparation and school districts.
  • Student teaching support, early year support
  • Earlier recruitment by exposing high school students to teaching opportunities

Financial incentives for teaching, during student teaching, internships.
  • Communicate about TH Bell scholarship and other scholarships
  • Generate more scholarships specific to areas of need
Action Steps for Recruitment and Retention

More opportunities to interact in schools and with “students”
  • Tutoring to expose university students to the possibilities of teaching
  • School aides

Peer “testimonials” of former students to general education or other early courses about becoming a teacher

Use diverse recruiting strategies for different populations (gender, diversity, non-traditional)

Greater recognition around outstanding teachers (ala The Giant In Our City).