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How. Am. That's loud. Hi, thanks for joining us tonight My name's, Elizabeth Gardy

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And I work for United Way of Salt Lake, we're really excited, um, to be here, uh... First want to thank, uh, Freedom Preparatory Academy for opening their doors and allowing us to come in and use their facility for this debate. Lynn here in the back and Chris--I don't know where he went off too but uh, thank you for hosting us. This debate series is hosted by a coalition of organizations. We have the Association of Public... Utah Association of Public Charter Schools Youth, with The Sutherland Institute the Hinckley Institute, United Way and KSL.

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All of these debates will be up on KSL.com the day after the debates, so for those of your friends and family that aren't at this debate they can tune in and learn more about the candidates and hear the debate tomorrow on KSL. So I will first introduce our two candidates, Scott Nielsen, and then we have Stan Lockheart. We'll be hearing. A bunch from them tonight, and I also want to introduce Jay Evenson. He is from the Deseret News and will be moderating this debate. For the first half hour. We're going to

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have questions that Jay is going to post every one, and then we will open it up for last half hour for questions from the audience. After that hour both of the candidates will be around to do a meet and greet, and answer any additional questions that you may have.

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Thank you.

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Thanks. It's great to be here, and I understand there was a little confusion. As to whether we're doing this here tonight. I myself was confused I went to the wrong building.

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So I expect that we'll have people trickling in and that's great because as you heard we're going to turn it over to the audience after

30 minutes for questions and so we'd like to have as many people here as we can.

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The ground rules are simple, we flipped a coin before they started. Scott Nielsen will go first. We're going to have two minutes each for an opening statement.

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We have a timekeeper here on the front row and she has cards to hold up letting you know at 30 seconds do you have a 10 second as well? OK good. And then if you go over that I will tell you that it's time you can you can finish a thought, finish a sentence but just don't start another one. OK.

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And um as far as uh, and so when a question is posed I will allow each candidate two minutes to answer and if they feel they would like to rebut I'll allow them each minute for that. As far as you folks are concerned polite applause is appropriate. I wouldn't want any demonstrations beyond that. If that's OK. And let's go ahead and get started. So Scott why don't you begin with your opening statement.

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My name is Scott Neilson, I am A school teacher at mid mountain High School, this is my eleventh year in education. I've been teaching over the years Ethiopian History, U.S. History, Spanish, I also did many years of coaching High School athletics. I was actually graduated from North Samped High School in Samped County, and my wife's from Spanish Fork, so we settled in Spanish Fork. I love it there. I earned a Bachelor's degree at UVU back in what's been about 12 years now, something like that, in History Education in Spanish and then I pursued my Master's degree in education administration and supervision at BYU and I graduated from BYU

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In 2015. So it's been about a year and so I'm married to my beautiful wife Camille, who's in the audience and we have four little kids; three boys and a girl. I'm very passionate about public education, I think that...I'm also concerned about it at the same time. I think it offers tremendous opportunity of our young kids, but I want to make sure the public education is going in the right direction--the direction that parents and people here locally want to go. And, so we can avoid any shall we say foreign entanglements if that makes any sense but I'm passionate about it. I've chosen it to be my career and it's one of

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the best things I've ever done so I look forward to a good debate with Stan here tonight and taking your questions afterwards.

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Thank you. I'm Stan Lockhart. I'm the incumbent. And.

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I grew up in a home of two school teachers and educators and so I had a lifelong involvement in education. I have been involved in education as a parent. I've been involved as a volunteer been involved as a businessman looking to get talent into a company I've been involved in as the stem evangelist in the state of Utah for K-12 stem initiative and I've been around it from a legislative perspective and that my wife served in the state legislature for 16 years. And so I've seen education at the macro

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level and I've seen it at the micro level. I've seen it in the classroom I've seen it in the school district and then at the state level on the national level as well and my primary goal in education is to make sure that it is parent who have the responsibility and the opportunity to choose the very best education for their children. And then in concert with that we need to be demanding the best possible education for our kids and be focused on student achievement and helping our kids get the very very best possible

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education that they can get. And that's really what I'm about. And and I don't have really kind of a pragmatist when it comes to it. And I want to make sure that I'm fighting back against the federal government as they push on funded mandates upon us and try to direct a one size fits all approach. Again I think that parents and teachers and students can figure out education better than anyone else. Thank you.

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The first question and this will go to Stan first. Has to do something that's in the news today and that is the state board of education released its grading of school statewide and it caused a great deal of consternation among schools recognizing that the state legislature is kind of the driving force here and has put in place some rules that tend to make schools angry. As a matter of fact some of them have improved since last year but got a lower grade. My question is whether you feel this

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is a proper thing for the state to do. If not, if there's a better way that we can get a handle on how our schools are doing in educating children. So school grading for me is not near as important a

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priority as it is to others who are in a place to make decisions. I

think there's some value in allowing parents the opportunity to see what a school has been graded. But to the extent that it takes away from our ability to get excellent outcomes in the classroom and to focus on those I think that it's it's kind of you know it's not nearly as important as that. When I think of what I want to have happen in the classroom I want to give teachers information and data that allow them, that informs better

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instruction. I want them to know where these children are in terms of their knowledge of the curriculum. And then I want them to have tools available To help those kids move from where they're at to where they where they need to be. And so that's what matters to me. The school grading I think sometimes we just put a lot of priority on that when I think we should put the priority on

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helping teachers teach kids in the classroom. I am generally

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not opposed particularly to some portions of school grading but as a generalization I don't want to grade schools on the A, B, C, or G and there's reasons why. Most of the grading most of the data that's pulled from certain schools is very skewed. For instance when we test children in schools haven't seen us at the age testing and other test that we give our students our children, what happens, is that in my own classroom—and I've had this conversation with my colleagues, my other teachers in the school the students know that that test is not going to be on their final permanent grade.

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And so what most of them do? They just click right through the test. Click click click click click click yes I finished it and what you have there, is a dramatic amount of data that is actually skewed that does not reflect the success of the school. Not too long ago I talked to a colleague of mine, a friend of mine that's a teacher at Lone Peak high school while I was teaching at Lehi High School and I said, "What do you think is was a high performing school at the time grade wise? I said, "What do you think would be the difference if we took all the teachers at Lehi High and put them at Lone Peak and then we took the teachers and Lone Peak and put them at Lehi? What would the school grades be?" He said, "They would be identical,

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they would be the same." And I said, "That's absolutely right. Based on social economics, based upon parents who are involved in their children's education." So I think a lot of time it has to do with school's can be very successful. I went to a small school in Mount Pleasant near Sanpede High School, and we didn't have, nearly as much, shall we say as the schools in the larger cities. But I feel like I

got a good enough education and I felt like that the teachers there were good. So I wanna kind of shy away from the school grading because teachers, when you tell a teacher that is at a school, that's a hardworking teacher, that... You guys weren't good enough, and that teacher could be absolutely phenomenal. And so I don't wanna label schools

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as failing. I think there needs to be an accountability. But I don't think an overall grade for that

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school is the way to hold schools accountable. So.

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talk about accountability and not big fans of the grading so how do we though keep schools accountable and how do we help parents understand how their schools are doing? I'm okay with a baseline test. I would prefer it be given by a

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school district as opposed to a bureaucracy that develops a test. And would I would like to see is how...to me what's important is where are we going? How are we improving? So for instance. If I'm in a school that's in an A-school, and I'm teaching at an A-school so that's great, and then there's a Is going to see a school in a. Two or three Scribus to school just keeps on moving up, that's the data that I want to know about where are these Schools go. Ahead and that's how we can hold the schools accountable. Or are they actually lacking, are they going back? And if they're going back we can say hey there's problems. But there are some schools that. I. Want to see. Great. Great schools can actually

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move forward. I think. That. That's that's what I want to see is a small improving. So how. Is it. doing that is showing improvement?

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Because it's pretty easy to get a high socioeconomic high school in a state and show proficiency because when kids go home, Mom and Dad are concerned what they're doing, where they're at, that they're doing homework, that they're involved. What are we doing with the other schools where that isn't happening. So I wanna see progress as far as where they are now but where they're actually moving too. And that's how I want to grade schools that's based upon their progress not exactly where you are now.

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If that makes any sense. If I were king for a day. I'm not. In fact one of the challenges in education is that we have lots of hands on

the wheel of education and so it makes it difficult to really get the very best outcomes. But in terms of accountability instead of grading schools, I'd like to I'd like to drill down farther, and track the progress of students in the classroom. And so that's where focus I try to figure out how can I help that teacher in the classroom get those students from where they're at to where they can possibly

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go. And um,

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and so that's more than school grading that has to do with how do we give teachers the resources necessary to do better in the classroom. And to that end we have data analytics now that we're starting to insert into the classroom that are very helpful for teachers. I want to form better instruction. That's what I'm interested in doing. I want to figure out how to get kids more engaged in learning the subject material, and how to give teachers resources for them to get better outcomes. And accountability is a part of that. So we have to measure where they're at, and then where they go

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I think that we should have that. But for the most part I think that our accountability should be informative testing not summative testing. Summative meaning the end of the year, kind of of a post-mortem. Formative being after they learned a little bit of subject material and master it then they get to move onto the next piece of subject material. And that's where the accountability should take place so that way if we start having problems you can intervene early on and get those kids back on track. back on track. And you don't just do it at the end of the year and say hey we've done our job, we've held everybody accountable.

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I'm sorry did you want to do better. OK. Stay on the same topic and, Scott you've

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kind of alluded to this when the students take these assessment tests, should parents be able to--this would be for you--should students parents be able to exempt their students from taking those tests as currently and and if so, what purposes are really of taking the test or how accurate of an assessment is it?

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So I've been putting vocal on the state school board about doing less summative testing. So I voted in favor of getting rid of sage for high school students. And I get rid of it for 3-8 if I could get out of the federal regulations that require us to do it. In general

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I want to get out of the high stakes testing game that don't inform better instruction just to have a test to have a test so I can say that my kids have done X or Y or Z. is not a good enough reason to give up classroom, subject teaching time. Over the course of four weeks a year, or what started off as six weeks a year with sage. And so in general, I just think that we're on the wrong track when we're looking at sage. Now, let's talk about the opt out. It's not so much allowing parents to opt out I'm fine with that parental control over their kids

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education is very foundational for me. Parents are best equipped to figure out what their kids need and we should give them as many options as possible. But what we need are tests that matter to parents. And that matter to students. That's where we need to be going. So we replace SAGE with ACT being our standard. And interestingly enough, parents care about ACT, kids care about ACT, and so do teachers. And so instead of trying to focus on parents opting-out, let's find the relevant test that they care about. They won't opt-out on the ones they

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care about. And so as we go down that road I think it's important that we focus on, let's get tests that parents and kids and teachers care about. And then we won't have to worry about all this opt out bologna.

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To you question as far as opting out, that's what one thing that I absolutely think is arguably the most important thing that we can discuss here is the education of children. Is a parental matter. The state is absolutely secondary. And so any parent that want's to opt their child out of a test out of the school, or whatever that parent wants should be absolutely paramount. Because children are the most precious asset but they do not belong to the state. If a parent wants to not have their kid take a test and that is that is that parents right no exception. Secondly, as far as the

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Sage, I was a little upset because the state spent millions of dollars developing the sage, to just throw it out. It was accepted by the state school board that spent millions of dollars for this test, and then, oh wait, it's not valid anymore let's just go ahead and throw that out. And then who is generating our test? Who is generating our test that evaluate our kids. Is it, the local people the local districts? Is it the state of Utah? Who get's to do that? And I would like to see-and I think Stan would agree more than disagree, but I would like to see a test that is developed by parents and teachers.

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Develop a test where with we could gage that, gage the success of our students and the test that's not developed by some testing agency that really has no skin in the game and in our state if that makes any sense.

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Just to clarify you talk about parents having the right to opt their children out of tests are you talking only about these state mandated tests or do you mean any assignment that any teacher gives. I don't mean any assignment that any teacher gives. No, that's not what I meant at all.

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I'm just talking about. I'm talking about test that where the data is gathered, and the data leaves the school district to go either to the state or to the federal government. Those are the tests that I believe that parents ought to be able to opt out of. If a teacher decides he's going to have a test, you shouldn't just say, "Well I just don't wanna take the test because my mom wants to opt out of it. We couldn't do that because then I would have a whole bunch of my high school kids who'd be opting out of tests. Talk about not being able to grade them. That's not what I mean; I'm talking about with the data leaves my classroom

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and ends up going to some entity that that we don't know.

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OK. You want to respond at all to that or ok.

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Since we're on the subject and this is a subject that comes up at every every one of these debates and every discussion about education let's let's talk a little bit about the common core and how each of you feels about

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Common Core which has become a very hot topic over the last year or so. If you oppose the common core curriculum, what should we replace it with, and how should a state curriculum be decided?

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Stan? So first we have to get to the definition of what is common core to the extent that at some federal imposed standards and curriculum and education on the postone it's wrong to have a federal government involved in the education of our children because their one size fits all approach just simply doesn't accommodate the needs of Utah children. And so we gotta keep the federal government out of our education system and whether it's out of our standards and curriculums Whether it's out of our bathrooms we gotta keep them out of our

education system. They have these wonderful sounding names, no child left behind. Well who's against a child being left behind?

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Race to the top. Well of course we want to be apart of race to the top. Everybody wants to be on top. The one right now is every student succeeds at. Well of course we want every student to succeed. But undermine that all is this federal intrusion into local decisions. And so I've been outspoken on the board In pushing back against the federal government as they try to get into our classrooms. We are coming up with minimal, and I mean as minimal as possible compliance with this every student succeed's act, and we're even pushing back against the

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rules that seem to go beyond the statute. And why are we doing that? We're doing it because we wanna tell the feds, we wanna send them a message. Stay out of Utah schools. Let Utah parents, let Utah teachers, and Utah children figure it out for ourselves. And so that's essentially what we're trying to do with that regard. In terms of Common Core is a set of standards. I believe that we need the very best possible standards for the children. We've had standards in the state for a long time It's been at least since the 1980s and I think it even precedes that that we've had state standards that we ask our schools and our

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districts to comply with them and then we have testing to those standards so they teach any curriculum they want to achieve those standards. But I would just suggest that my goal is to get the very best possible standards in place because we want to have high standards so that our kids can seek to achieve them.

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OK.

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First all, for the common core, I think the biggest issue that we face with a common core, and the reason it was rejected, not only is it not sufficient in my opinion at all for our kids number one, but number two, is that common core was not developed by us. I don't know of any Utah parent who was brought in. Or I wasn't brought in, I don't know if my colleagues that were brought in to develop a curriculum for these kids, and then all of the sudden we have a common core, and the Utah State Board of Education Legislature can say what they want because the bottom line is every time this comes up, they come out and say, oh yeah we are not common core recently they accepted it for however long, and then they end up saying yeah they don't want federal intrusion and they've accepted

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every single penny that the federal government has offered them.

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Yes, we'll accept the standards, and the legislatures in the same boat, so this whole idea that the state board of education has been against it, you wow'd it at the same time accepting schools of millions of federal dollars that attach the strings to it, it's a bunch of bologna.

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That's number one, secondly, or third, uh, I would like to

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as far as the core is concerned I would like to involve parents, local parents, teachers, administrators, business people, other concerned people in the community

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that are concerned about our state and local economy and to help them develop a core. I feel like that if parents are involved and we bring parents in, we show them what our ideas are and parents come in and they absolutely say no, I don't like this, I do like this and we involve parents, we can come up with a core curriculum in almost any subject, that we will have tremendous parental support and then we can also have tremendous support outside of schools businesses legislators and so on the one size fits all with the Common Core is an absolute train wreck. It should never and should never come into play. It's just some other

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thing that the federal government does to try to tie us to some sort of federal or national standard and I oppose it. I don't wanna get too much into the weeds here but

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when we start talking about my parents to be involved in and businesses et cetera et cetera, I think people need to

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understand what you mean or how you would go about doing that, and that sounds to me like a lot of people and a lot of different opinions. How specifically do we involve parents in creating a set of standards for the State.

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I would like parents, I personally, I would love parents to come into my classroom. I want parents that are involved in this in math, science, even history and social studies that I teach parents that come in that because it's ultimately it's about their children. And I

believe it's a responsibility of citizens, and I think many citizens will heed the call to come in. I'm a member of the school community council at my high school, and it's a great thing to be able to work with parents. The parents come in, of people like to have skin in the game. We have to spread that message especially as members of the state school board. Parents: You guys need to become involved. We're going to be creating curriculum that is going to be taught in your

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student's classroom. I don't know of anything else that's more important that. I really don't. If we can get those people from parents to community leaders to businesses to inspire us to come in and work with teachers. I think that we can develop a core that will be number one exceptional but that I think will be widely accepted here in the state of Utah.

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I'm interested in the best possible standards because I want to help our students succeed.

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And I don't believe that any one entity has a lock on what those best standards are. So of course we want input from parents and we want input from all stakeholders. Let me add, we've been developing over decades a series of standards. And we try to lower the, we get standards at the state school board on a fairly regular basis. I tell them, "What are the previous standards? What are you proposing? What are the differences?" And if the differences are better and better is kind of a subjective term. But if there are elevated standards and to get our kids

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more career and college ready, then I'm going to vote for them no matter where they come from. And if they don't

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provide a higher standard, then I'm going to vote against them because all I care about is having high standards and challenging our educational institutions and parents to try to help to try to help their kids meet those standards using whatever curriculum they want using whatever methodology is in the classroom they would like. But I want them to

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have high standards because I want to prepare our kids for their future.

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Thank you. Yes please.

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I understand what Mr. Lockheart is saying here but what you were saying especially with the vast technology interests that are involved, what we're starting to see with standards is we're starting to see the technology industry want to try to influence the school board to create standards that funnel children into

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certain careers that may benefit whatever industry it may be and I don't believe that that's that's healthy and I also don't know that it's ethical. I am very much pro technology I want technology in the classroom. I want it used as much as possible. But I do not want to have a tremendous amount of technology interest and other interest to Let's make this class more interesting than this class because ultimately we want to funnel these kids down this little road of creating, you know, software engineers or whatever it is. I want the kids to go to not only enjoy School because if they don't enjoy I'm not going to be successful at it, but I want kids to go to school

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because they want to learn math and history and science and the arts and those things. I feel like that if the standards are more directed towards Hey, we need to be producing and stamping out these kids that can take these certain jobs. I don't think that's right for public schools at this time.

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I just don't think that's the case.

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OK great. We spent a lot of time talking about testing. Let's move onto a different subject here. That of teacher attention. My newspaper recently reported that 42 percent of new teachers in the state of Utah end up finding a different profession within the first five years. Recently the board passed a rule that allows people with real world experience and not necessarily teaching credentials to teach in Utah public schools. And I would like to know if you feel this is a good rule. Is this the best way to tackle this problem of a teacher shortage, or are there are other ways that we need to do that as well?

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We'll start with Stan.

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So I think we're referring to is a route to licensure called APT, Academic Path to Teaching.

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Yes I voted for it. I support it. It. requires a four-year degree and then requires a heavy dose of mentoring as teachers get into the

classroom. But the reason I voted for it wasn't because of teacher shortage necessarily, it's because I want people to be able to achieve their hopes and dreams. And if I can find someone who is competent in the classroom. I'm not sure I care where they come from. I care about competency. We need to have a competent teacher in every classroom. That is the goal

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And today we have examples of teachers who have followed the traditional path who aren't competent. We had examples of teachers that have followed the alternate paths and are competent. So I don't think there's any one way to achieve competency but we need to demand it that we need to define what competency is. And then we need to measure it. Because truly, we need to focus on that competency in the classroom for a teacher. In terms of this – APT teacher recruitment retention. My last few seconds here I can tell you that that may be the most serious issue that we're facing

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right now outside of student achievement. And let me just share with you a couple of ideas. Right now, we're revamping the induction part of what it takes to come into the profession for a teacher. APT is a part of that in that you can come in different a different way but we need to provide supports in the classroom for new teachers so that they can become competent quickly. We need to have mentoring and coaching. We need to have professional learning communities. We need to have the support of administrators who understand that a

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teacher needs more than our experienced teachers.

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OK. We're not going to disagree a whole lot on this issue. However I

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I do think that the teacher quality could improve. But here's the real court issue. How do we attract top talent. How do we attract the best and the brightest to come into our classrooms and teach our children when the starting pay is generally not very good, Obamacare destroyed health insurance for teachers, it absolutely destroyed it, and the retirement now has just taken a dumper. So if you go to a college, if you go to a university and You say I want a guy that did some engineering or a Chemist or a physics teacher or even a history teacher,

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Come and join the profession where the pay is not very good, the retirement is not very good, and the legislature is always hounding us to make the school great. And we're not going to get the people that we want. If we really want to address the issue, we have to – the

State Board will have to pressure the legislature increased funding where they need to do it to attract the best and the brightest into the profession because most teachers that I think of myself, it's not strictly or even at all a money issue. But they have to be able to make a living. They have to have halfway decent healthcare and their

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retirement 30 years down the road. If they don't have that, they're not going to come into education because there is no incentive to do so. And so I feel like

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we're losing the best and the brightest. They're not going to

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Come in education for that reason. If there is somebody is trying to take the alternative route of licensure, I'm OK with that. as long as there's not other traditional teachers who have gone the traditional path, who have received the training, waiting in line. I just don't want somebody that's a principal at the school, you know somebody needs a job so I'm going to throw them in there willy nilly because they have a degree and they need a job. If there is somebody that's competent that has gone the traditional route, but that's also applying for that same job, I think that they ought to receive that job if they are competent. We're not going to differ a whole lot on this because I support it,

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But I also want to make sure that we are getting the best and brightest. And I don't think just go down the street and say, Hey, you have a college degree, Come on in. And so like I said I don't think that there's a lot of disagreement here. I think there's a tremendous amount of people in business and industry that can come in and be extremely competent teachers. I do believe that.

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You mentioned teachers salaries and and more than just that as well. But that brings up the issue of funding for education, allocation of resources we all know that Utah is last in the nation in per pupil expenditures. I don't know if the two of you believe that that's a good metric or that's what we ought to be looking at. But let's talk a little bit about funding in a state that has a lot of children. How do we increase teacher salaries? Do we need a tax increase?

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Should we be asking the legislature to increase the income tax for that purpose?

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I can't remember whose turn it is first but I think it's - OK.

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It depends on if we're switching or not but that's another story for another day. OK. So I've spent quite a bit of time looking at what keeps teachers in the classroom. Interesting that the pay is not number one on the list. I was recently looking at a survey we did at the Jordan School District. Eleven hundred teachers responded to the survey. It is one of the top three, so clearly that is an issue. But actually it was the federal and state mandates on teachers in the classroom was one of the top ones. The second was a little less specific but it was a general lack of respect

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for teachers. And then of course, compensation. And so there's much more that needs to be done to help our teachers than just dump more money into the system. By the way, by dumping more money into the system it doesn't guarantee the teachers are getting more money because those decisions are made at the district level, they're not made at the state level. And so you can dump a whole bunch of extra money in there and it can go to all sorts of programs without actually getting to teachers. And so do I think teachers let me get more money, let me – I think the answer is yes and here's why. My parents were both school teachers. When they came into the profession there was generally – there was

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kind of an assumed agreement that they wouldn't make a lot of money, particularly in the early years. As they kept going through the profession, they became better and better at it over time, they would get paid more money. But it was really the benefits where they would get an advantage. The health care was always top notch. You always found that school teachers got great health care and then retirement, they got about 90 percent of an average of the last three years of teaching which allowed them to have a substantial retirement on the back end of their careers. We don't do that anymore. Today, we keep relatively the same pay structure. But

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we don't have the 90 percent over the last three years. It's a declining contribution instead of instead of at the defining benefit. And, health care, as my opponent said, has been blown up by Obamacare and we're just not giving them to the health care that we used to. And so we need

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to make – we need to create an environment where people want to go into teaching and compensation is a part of that.

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Thank you. Scott. A part of that, I would like to see – I'm not about

just throwing money at a problem because I almost never spent almost never ever solves the problem. However I will stand by my comments of incentivizing people especially top talent at schools, universities wherever they may be, to come into education. And ultimately it has to be something that's going to make them a living. OK: Number one. Number two, in order to provide that funding, I'm not talking about massive tax tax hikes. I think that the state of Utah we have tremendous mineral and oil and gas resources in the state that are being

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used. I think that we can use them more. I think that we can use them more effectively. And I think that we can generate tremendous revenues because of that. I applaud Governor Herbert for the business atmosphere that is here to generate enough property taxes to fund our schools. I would hope that most of you would agree that we do a great job,

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generally speaking, educating kids given the fact that we're the lowest spending people in the United States. But again, let us remember,

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we want to have this top tier education system.

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I find this among lot of people I talk, we want to have this education system - we want our child to go in and come out a doctor. But how many of us are actually going to step and pay for it? To give the best people at least some incentive to come into the profession. And you'll find a lot of voters aren't going to step up actually pay for it. But that is ultimately the reality of things. And I will agree with Stan as far as mandates.

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I don't particularly suffer from those but I know a lot of teachers especially in the math, science, English there's always something that they're facing. There's always a man coming down from a with the pressure. They're more focused on tests and tests results than they are on actually communicating with these kids and in student learning. And teacher support is a big thing as well. I think the teachers have to feel valued in their communities. I mean, we're talking about people where they're spending six hours a day with your child. If a person doesn't feel valued in their job, they're probably not going to do a very good job. And so I would I would want to take any means necessary to very attract the best people that we can in the profession because ultimately our

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children are the most important asset that we have.

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Thank you. We started this

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by my reckoning about a quarter till, so we were about 15 minutes late or so it's starting. For those who came in late, I promised that after a half hour, I would turn the microphone over to the audience for your questions. So we have about 25 minutes left and I'd like to do that now. Somebody, I believe,

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has a microphone. We have two microphones. If you could just raise your hand, please. And I would like you if you could to state your name and where you live, the city. I'm not talking about your address but the city that you live in.

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We have a hand right up in front of you right over here.

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Allison Williams from Spanish Fork you know both of me, a loudmouth mom. My question is primarily focused toward Stan, towards one of your comments but I'd love to hear what Scott has to say as well. When you mentioned that you want to see the accountability tracing the individual student achievement, could you be a little bit more specific about what kind of data we collect, Where that goes, who all needs to see that kind of data. As a parent I have a concern about the level of data that we're collecting and the lack of policy or even regulations we have on how that

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leaves from when my child is in the school.

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from there on. Could you speak to that a little bit?

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I'm trying to figure out how to answer that question because it could go on a lot of different directions. I guess what I choose to say

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is we have to define

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why we have testing. Why do we even do it in the first place? And

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I believe that the fundamental primary purpose of testing is to inform

better instruction in the classroom. Not to compare ourselves with others. Even though there is value – there is efficacy – in doing so. I think the comparisons to the extent that they allow us to say, "Here's what someone who is doing better is doing differently in the classroom." Can be helpful. But just to compare us to be able to brag about it is not that big of a deal to me. OK so that's why I think that we have to get down into making sure that it's about student achievement in the classroom. Rather than grading a school or grading on something that's even more

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nebulous in terms of the data and where it goes. As you know, it's been an issue and there's been some concern for particularly from parents about privacy with student data being transferred to a variety of eyes that maybe shouldn't have the opportunity to see it and we've been trying to address that. In fact, there was a break last year by Jake Anderegg that was going to help us get to the heart of it and it uses technology to protect that data. But I'm in favor of doing all we can keep that data into as few eyes as possible.

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That might be the only thing that I agree with what the federal government in terms of student privacy because every other thing, I'm opposed to the federal government having any of these rules. But they've been very good about focusing on student privacy and making sure that what they're telling us that information needs to be kept private. In aggregate, I'm very much in favor of it. By individual student, I'm not in favor of it at all.

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When data is collected,

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In my opinion, the only people I need to see testing data are the teacher who was given the tests, The parent, and the student. Why in the world would we send data, especially individual data outside of the school district? There is absolutely no need to do that. There's absolutely no need. So I'm in favor of no individual information just to see if – here's the averages of this particular group of students they're averages. Those numbers, I'm fine with that. But any sort of data that identifies individuals, identifies individual strengths, weaknesses, wherever they're at, that kind of data

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does not belong outside the school. That data is for the teacher, for the student, and the parent to discuss and then they can come up with new ways on how to improve that. I'm with Stan on this. I'm very – for the most part I'm very suspicious. I don't understand why the federal government wants to become more and more involved. In a lot of times, that is a legitimate issue where they want to know what is going on in

our schools. And I'm

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adamantly adamantly opposed to that especially in identifying individuals and individual strengths and weaknesses of particular students. I don't think that data belongs anywhere near to the federal government. In fact, if it was up to me, it wouldn't even be in the classroom. It would be parent, teacher, and student that will discuss that particular data and what they can do to improve it - dealing

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with individuals.

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Thank you. Did that answer your question?

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All right. Next please.

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I'm Phil Anderson right here in Provo. Couple of questions.

01:07:09

Teachers, I know, many of them have left because of discipline problems in their classes. Over and over this happens. Should teachers have more authority in their classroom? How do they get it if they should? And what about uniforms in school? That's another question. I've been in foreign countries and seen what happens down in New Orleans when they did this and how things change when the uniforms are taken out of the equation.

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OK. Discipline and uniforms. Scott, why don't we start with you. If we

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expect this to change very much, it has to start in the home and that's the bottom line. It has to start in the home. I am all about - as a teacher, I feel like I can discipline my students in ways that are proper and in ways that are necessary. Sometimes I'd beat them, but I can't. No I wouldn't literally beat them, but you understand what I mean.

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The reason here is I feel generally safe in the classrooms. Now some teachers, especially if you go to inner cities or some other parts of the state, that may or may not be the case. Some teachers do feel disrespected and may feel like there is not discipline. And there has to be. They have to have the support, number one from the

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administrators and the school board would have to be supporting this as well. As far as uniforms in school, as good as that sounds, that is a First Amendment issue and I can almost assure you that there will be court action after court action that my students should be able to wear what they want to a school and so that might be very very difficult in the public realm. In private schools, yes.

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In public schools, in my opinion, it may be something that generally will not fly

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in high schools, that is. So I grew up in a day where

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It was not unusual to see me bending over, touching my ankles and getting a hack from the teacher. Now I don't want you to think that I was a bad student, but I was every bit as rambunctious as the next kid. And it happened and I still survived and there's no lasting scars, at least I don't think so. But here's something that I've discovered over the years. Classroom management is a part of being a competent teacher and competent teachers don't need to do those types of things in the classroom. There are strategies. There are methodologies of having discipline in the classroom without corporal punishment. And so

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a competent teacher will know how to have that discipline and that's what we should be demanding, is competency of those teacher. In terms of the uniforms, I think it's really all about putting it in the hands of the parents and giving them as many choices as possible. If they want to send their kids to a school in uniforms, I'm in favor of it. If they want to send their kids to a school where there are no uniforms, I'm in favor of it. I'm going to leave it in their hands.

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Other questions. We've got several here.

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OK.

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I've noticed that many students are not motivated to do their work or take any testing, seeming that things like the SAGE tests are completely irrelevant because you can drop out of it. And students tend to not know what they want to do in life. And in a way, they're lacking cause. How can we give students motivation? Because in the end, it is up to a student whether they succeed or not. You can throw money at the problem, you can talk about legislature all you want but in the end it is the student. How can you get them to be motivated to

actually do their school work and succeed?

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I had a chance last Friday evening to sit at a dinner where we recognized the very best teachers in our state. The teacher of the year was recognized. And Melody, our previous teacher of the year, got up and gave a speech where she just talked about individual experiences with children and how she had helped inspire them sometimes to greatness, sometimes to just survival. The value of a competent teacher is immeasurable. I am where I am

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in great measure because of the quality teachers I had. And they become more than a teacher – they're a mentor, they're a friend.

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There are boundaries, but they are inspirational and aspirational in nature. And so, I would answer your question – it all begins in the home, there's no question that parents need to help motivate their kids and that most of it begins in the home. But once they get to school, the kid has to have a great teacher. And if we have great teachers, kids will have those desires. Now we talked a little bit about SAGE testing and we've already been through it, but maybe I could just talk about that a little bit. I don't want to give tests to kids that they don't care about. I just don't want to do it. If the student doesn't care about it, then why do I want to give it to them because they're only going to do it because

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just like you said, they're just going to go through questions and not answer them. And so for me, it's about relevancy. I want to inform better instruction in the classroom. I want a degree of accountability, and I have to find something to care about. And that's we're going use the ACT as the standard for high school students. Even though that probably will be turning their standards so that we can prepare our kids to take ACT test now rather than SAGE.

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One of the things that I like to do and it excites me to get up to go to school every single day. And really, I'm so excited to get up and go to school every day. But one of the things that

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I feel like is that it's so important, for teachers at least, to answer your question, is

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I want students to believe that they can become great – that they can do whatever it is that they want to do. I want to excite them about life. Often, as a history teacher, kids will come in and they're not

really excited – "US History. Here we go." I got to sit down. I want them feel excited. I want them to understand why this is important and make them excited about what they can do and what they can become as an individual. And I felt like that in the past, as I've been able to do that in some instances, that my students weren't overachievers that have gone onto achieve great things and do great things because I excited them – I lit that fire in them. And

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that is a part of being a great teacher is getting the students excited to be there. Students know in an instant whether or not you're passionate about the subject. They know in an instant if you care about them. Just when they walk in. And if we have teachers

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that are competent and we love the students and they love the subject matter, I feel like we can we can accomplish great things. But it starts with being able to get – to help students understand how important they are, number one, but the things they can accomplish in life and the happiness they can have as a result of hard work and dedication and giving them a sense of those things and once they believe them, man, the sky's the limit. They'll just take off with it. And so I definitely would advocate finding individuals who are passionate about their jobs because in turn, they will help their students be passionate about learning.

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Thank you. Other questions? OK why don't we go to the side here and then come back to the other?

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My question is for Scott. Could you state your name? My name is Michelle Wages and I live here in Provo. My question is, I'd like you expound a little bit more on why you're worried that technology is getting too much influence and funnels kids down a particular road. And the reason I ask you to expound on that is because UVU is doing exactly that. Matthew Holland and his team over at UVU are meeting with people in the industry and creating programs to funnel people into those jobs. The issue with that is at the university level, so

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I'm not as concerned because there's a choice. On the high school level, on the K through 12 level, there's not a choice. And so – there was an article yesterday that I was actually upset by this. And so Speaker of the House, Greg Hughes, and Neiderhauser, who is the president of the senate, opposed me and opposed the three educators running for the state school board. And you know why? The Salt Lake Tribune was very specific on this. It's because they felt like, that we would oppose the technology industry. As if I'm opposed to technology in the classroom and that's why. You can read that article

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that was printed yesterday. But they felt like, "Oh no no, we can't have educators sitting on the school board. We need to have business people and technology people sitting on the school board Because some of them are competent to make decisions about what goes on in schools." Give me a break. That is a complete joke. However, that is the reality that is going on. So what you're seeing now is exactly that. You're

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seeing large big interests that are looking at kids as , "Oh, well. Here's the future so we need to be giving them X, Y, and Z so when they pop out of school that we can hire them." And that's actually happening. Now, I'm not saying that I'm against technology. I love technology. Technology is the future. It really is. We need to embrace it. But the last thing that we should be doing is trying to, like, funnel our kids one way or the other and limit the choices that they have in their K-12 education. Once they get into college, then they can make their own choices. But, when you're in K-12 schools, it's not something that the school should be doing. You know what, you probably should be

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should go this direction because that's ultimately what the businesses want, right? So you're seeing right now that the president of the Utah State Senate and the speaker of the house were encouraging the technology industry to fund not only my opponent, but to fund other people because they don't want educators to be sitting on the state school board. How crazy is that? Because there are special interests involved and that's just the reality of things.

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I don't know why, Michelle, but that question reminds me of Napoleon Dynamite and Kip at the end singing a song about technology. It just brings a smile to my face. We're trying to prepare our children to be contributing members to society.

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And how do they do that if they can't get a job?

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That's really what it comes down to. There is incredible demand for - well there are high-demand, high-wage, high-skilled jobs out there that don't get filled in our state because they don't have employees - they don't have people applying that are qualified to fill them. And people can make a lot of money out of these jobs and they're plentiful. And I would much rather give our kids the skills necessary to take those jobs than to have what happens in other places around the country where we have a growing number of our kids

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ho live in your parents basement and remain in those data entry level jobs for extended periods of time. Essentially, we have to help our kids dream big and then we have to help them achieve their hopes and dreams. I don't think there's any one career path that I prefer over another. I really think kids should explore their passions – should explore their likes and dislikes and we should find career paths that help them achieve their hopes and dreams. But we should be telling them what options are out there. Far too often, they get to the end of their education, wherever that might be, and they discover there's no job on the back end. And I think we're doing a great disservice when that happens. And so we've got to do a

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better job of showing them that there are pathways into high-demand high-skill, high-wage jobs because my guess is and research has shown that those jobs are out there. They're going to want

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to acquire the skills to take those jobs.

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I partially agree but I want to disagree with this: How do we prepare our kids? Not by trying to funnel them down one career pathway another. That's not how we prepare kids by taking away choice. We don't do it that way, okay? Because these kids are getting out and they're not going to be employees that you and I are going to want. Because they're passionate about the subject matter that they're involved in. So again, I'm very much in favor of technology and technologies in the classroom and helping kids understand the jobs that are available out there which are just many helping them understand that.

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But I'm adamantly opposed that there's some sort of curriculum that is specifically based on producing a certain type of stamped out child can actually go take that job. I'm against that. I want them to understand that the jobs there. But I want them to pursue their passions and their dreams according to the dictates of their own conscience and not according the beaurocracy who is, you know, obviously funding certain school board candidates because they need employees for their industry. Stan, do you want to clarify anything about

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funneling students or you feel you've covered it? Well I think I've covered it. Let me give you an

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example. A few years ago, there

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were some new TV shows, one was called CSI, one was called NCIS. And they had an incredible number of kids get interested in forensic science. So there was this huge push to go out there and start getting kids into forensic science. So we have this huge number of kids going into it in college, you know, graduating from high school some of those schools, finding career pathways in only to discover that there are very, very few jobs in forensic science. So at the end of their educational path, there were no jobs. We do those kids a disservice in that because we have not given them any guidance whatsoever. They're

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choosing places that end up being dead ends. I think it's the least we can do to show them options that can provide something that at the end of their education. It seems like it's just a public service if nothing else where we show them where they can get some of these really cool careers and then give them pathways to get there. I'm not suggesting they go to any particular pathway. I think there should be many many many many tens of thousands if not hundreds of thousands of career opportunities for kids. When I graduated from high school, I thought there were about five, only

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to discover as I kept going on that as I become more self-aware of what's in the world around me, that there are hundreds of thousands of career opportunities. We need to help kids figure that out – that there are so many opportunities than they might see right in front of them. Thank you. I think we had another question up here in the front.

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Joseph Dela Cruz from Mapleton. As a student, I have seen a gross devaluation of grades and a decrease in academic rigor. Or in other words, it's become incredibly easy for students to get through a class with fantastic grades without learning the material or putting forth any work and ignoring the fact that they didn't learn the material as they should have. One of the most – most people would agree that it's more important, the

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values of work, ambition, and integrity. That is something that you should get out of school more than any information that they teach because while information can be taught and learned as one gets older, those values kind of stick with you from a young age. So I was wondering, from the state level what would you do to encourage schools to focus more on those values rather than the information and make it so that those who work harder can excel more than those who are not willing to work?

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Just to clarify - so are you talking about grade inflation?

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You started talking about how easy it is to get a good grade without necessarily learning. So OK grade inflation and then the values as well? Okay, do you understand the question?

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Why don't we start with Stan.

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So it's more than just a teacher letting kids skate through. It actually is quite an interesting debate - As our kids were growing up, and this is related to your question, y wife and I alway had the discussion, "Do we let our kids suffer the consequences of their procrastination, or do we help them out and help them get through this little bump?" And up until they got into high school, we kind of let him suffer the consequences of his actions because kids love to procrastinate and suddenly it's time to have that assignment turned in and be ready for a test and

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they're not ready and it's good to have those learning experiences early so that they start saying, "Hmm, maybe I'd better study before these things and maybe I'd better prepare before

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last minute." In all honesty, I was in favor of kind of bailing them out and my wife is in favor of the hard nose, hold them accountable. Well once they get

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into high school, suddenly it's high stakes because if you don't have the grades, you can't get into college in some instances. So now we're talking about you're not just affecting the learning of something today but we're affecting their ability to learn over a long period of time. And so it's really something where I don't know the answer. I don't think there's any one right answer frankly. But I will tell you one thing that's happening in terms of this great Inflation. We put enormous pressure on teachers, administrators, districts, and the school system at large to have

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higher graduation rates and maybe, just maybe, that isn't the right metric. Maybe it's academic rigor that we should be focused on a little bit more. Actually, it's food forthought. I don't have an answer for you, but I think it's a very provocative question that deserves some thought.

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With that, Joseph, I would say that there is a tremendous amount of pressure that comes from a legislature, especially – let's talk about the grading of schools, let's go back to that. What's the graduation rate of the school? There's tremendous pressure that comes down from the top from the legislatures, whose ninety nine percent of them aren't educators – they've never spent a minute in the classroom. They come down with standards, they come down with, "This is what needs to go on in schools."

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And so, what do teachers do? The teachers feel that pressure.

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They act accordingly. Let me give you an example. When I was teaching in Afghanistan, or when I came home from Afghanistan, I started teaching at Westlake High School and I talked to one of the principals there. I was remediating the kids who were on the bevel – virtually were not going to graduate. I talked to him about some of – the situation about the standards. He said, "Scott, just push them through. Push them through."

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And I was like, "Push them through? What's going on here?" But that's what he said – push them through. Many of the students who

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do get through who want to attend college end up taking remedial courses for their first year of college. Just go to UVU, you'll find out. Many of their courses are for remediation courses because the students did not get the academic rigor from the beginning at the school that they graduated from. That's because the districts, the schools, are pressured to just keep these kids pushing through. It's not competency-based. It's like, what is my graduation rate? Oh, we have a high graduation rate. Oh okay, well that's good. Well, how many of those kids are leaving graduation and actually graduating from college? And that's the data I would like to see. As far as enforcing the standards and making the school rigorous,

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that is why it is very important that we have competent administrators in our schools that are monitoring what's going on, that they're involved, that they know teacher strength, teacher weaknesses, and they can identify that where those standards aren't being met so they can say, "Hey, this is what we need to do to make sure that

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these kids are learning things that they're going to need to learn." If that makes any sense. Certainly. So your question has got me thinking.

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Your question has got me thinking. I actually think formative testing can help us in that regard because we as demand fluency in subject matter material, I think that we can get away from just skating and getting by and some of the stuff that happens that happens when we do more summative testing at the end.

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So I think a part of the answer to your question is we need more frequent, formative tests on fluency and that students can't move on until they've achieved fluency in whatever that subject material is, then they go to the next set of small dose of subject material and become fluent in that. I think that's one way we could help solve your problem. As I talked about the very beginning, I am in favor of formative testing. I think that we need to do more of that in the classroom and less summative.

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Thank you.

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I'm afraid that we're out of time. We can do one more. Can we do one more? All right. We have one more question up front here.

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Dave Taylor, Mapleton, I'm wondering what is the current role of teachers unions in education and what do you think the appropriate role of teachers unions in education should be. Thank you. Good question. Where were we? Is that Scott now? Well the role of

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teachers unions is whatever the teachers union wants their role to be. I, you know, that's completely up to the teachers unions. I am not in the teacher's union, okay. But I'm not against a teachers having a union, if that makes any sense. OK, so the people want to join a union and be a part of a union that's totally fine. The union does lobby, as the technology industry, as if a businesses. As parents, they lobby together. That is something for the voters, in my opinion, to determine. Like I said, I'm not a member of the teacher's union, but I have the teachers at my school, most of them are very competent are members of the teachers union so

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I'm very much neutral on the subject of teachers unions. Their role is whatever they want to be. In fact, if you read them up right now the UEAA has certain candidates they're supporting. Certain, you know, things that they want to have done but I'm not here to tell you what that should be because personally, I don't really care what

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the unions are saying. I think the union like any stakeholder and they deserve respect and attention to the issues they bring up just like any education stakeholder. And I think I've tried to do that if you would talk to those who advocate on behalf of the Union. I had an experience when I was young. My Mother had an administrator who was extra critical of her abilities and had the union had to step in and defend her. And so there is a purpose for the union. And I believe they're actually

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very passionate about education in improving education for our kids. I don't always agree with them. So when I have conversations with them, they know going in that I'm not a rubber stamp. And that I'm not going to just do what they say. But they also know that I'm going to engage them in conversation and I'm willing to tell them why I take a different position than they do. ATP is a great example. We both agree, the Union and I both agree we need competent teachers in the classroom. They feel strongly that it should be the traditional pathway. I feel strongly that it should be whatever pathway gets competent teachers. And so there are times that we disagree. Yet,

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I still appreciate them and I approach them, I go out of my way to approach as many stakeholders as I can, to get their input on issues. I will tell you the process we use to do the business of the board is - I would make changes to get more stakeholder input on the front end. I've already been talking to our leadership team and to our staff about having a town hall - electronic town hall meetings where at the very beginning, we post an agenda. We can get out there with all stakeholders and start talking about what's on the agenda and start getting their gut

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reaction and start trying to figure out how we can get as much of their input as possible because I don't have all the answers. I want to tell you something.

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I make a lot of mistakes and most the time you see those mistakes in the rearview mirror and when I see that I made a mistake I try to change my course and I try to make it right and that's why I need stakeholders to help me. Because I don't have all the answers. And many times working together, we can achieve far better than we can by ourselves.

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Thank you, yes. Just very quickly, in talking about unions, okay. What is the interest of the union? What is the interest of different industries and different businesses that are pouring money into

elections? What is their interest? Okay.

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My interest is for kids. It's really about them. I have no problems working with the interest of those unions whatsoever, if the interest of those unions is to promote student learning in the classroom. Absolutely no problems. I love the union if that's what they're going to do, we've got a great many issues we disagree on some I haven't spoken to too many. My wife's actually the school teachers union. It's a great thing. You know, it kind of balances our opinions out.

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But like I said, what is the interest between the union and these people who are putting money into election campaigns because I want to make this about the students because that's ultimately what's the most important.

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Thank you. I want to thank everybody is is here in attendance whether you're here personally or listening to this as a recording on the internet. I want to thank the coalition of sponsors that makes this possible. I think this is very informative. I think this is a great thing to help you cast an informed ballot this fall and I want to thank our two candidates. You have a couple of very good candidates here. We now want to go to our one-minute closing statements from each of them. We started off with Mr. Nielson let's start with Mr. Lockhart.

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Thank you for coming tonight.

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I was in an appointment a year ago,

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when the incumbent, Mark Openshaw, died in the plane crash with his wife and two kids. And in the days after that tragedy,

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I received several phone calls from people wanting me to apply to be on the state school board and I said, "Are you out of your mind? Why in the world would I want to do that?" Because I knew how much time it would be.

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One of the challenges is that there are two or three or four meetings every week right in the middle of the workday that you've got to be at. There are task forces and committees and there are stakeholders want to give you their input. And I really - you have to be in it for all of that and it's very hard with a professional career to do it.

But I just had this thought – this thought came to me. I may have been the last person outside his family that spoke to Mark before he passed away, talking to him about education.

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And a thought came to me that maybe he would want me to do it and that thought just kind of stayed with me until I actually applied. And then I was appointed by the governor. I don't have any special agenda. I'm focused on one thing: getting the very best possible education for our children and giving parents maximum opportunity to make choices in their kids lives and that's what I'm dedicated to doing and if you elect me, I'll keep doing it.

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Thank you. I feel very fortunate to be in the business of education.

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I love being a public education teacher. But I will say this, I understand how the public schools work. I work with teachers every single day. I work with hundreds of students every single day.

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I see the good things and the bad things about schools. I wanna tell you that I feel like I understand how schools run but most importantly the reason I'm running is because I want to improve schools. I want to improve parental involvement. I want to improve

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student learning. I want kids to feel like that when they come to school, that they're excited to be there and that they can get the education that they need to become very very successful people, okay. I've had I've had a real opportunity to leave education and go elsewhere. But there's no place I would rather be. And I can tell you, as a candidate, I would be honored not only to be a member of the state school board, but I would listen to parents and I would

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fight and I would do those things that are necessary to where we can make our education system here in Utah one of the best in the nation. Thank you. Let's give both these

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candidates a round of applause.

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