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Joins UEA Professional
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UEA Action

The Voice of the
Unified Education
Profession in Utah
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2009 UEA Convention Opening Session

Economist's Remarks Inspire Attendees

The University of Utah research economist had a tough position on the 2009 UEA Convention agenda—sandwiched between comments from high-energy radio personality and Thursday Opening Session host Amanda Dickson and dynamic NEA Vice President Lily Eskelsen. Yet Dr. Pam Perlich's candid assessment of Utah

education demographics and trends elicited an enthusiastic standing ovation.

"(Education) is the ultimate investment that we make in our community," said Perlich. "And now that we are transforming into a global economy and an information economy, education has never been more important than it is today because of those investments in human capital."

Starting with Utah's early status as an isolated, rural community, Perlich detailed demographic changes that led to today's economy. "We've obviously transformed from a classic western economy, one that was mostly dependent upon extractive industries and also the federal government and agriculture to what is the present day diversified Utah economy," she said.

"In the middle of the 20th century...we didn't have much immigration in our country, and white women had babies at very high rates. It was a singular period in the history of our nation where we created an internally generated, very homogenous population," noted Perlich. "At the end of the 20th century, the immigrants began coming again. Now we return to what is the historical precedence of our country, which is the immigrants, their kids, and their grandkids, constituting 80 percent of the growth of the nation's population over the next 40 years."

Data shared by Perlich shows currently about one in five people in Utah are a minority while nationally minorities make up

about 35 percent of the population. Projections indicate the U.S. will be minority majority within a generation and in Utah within about two generations, she said.

Perlich also demonstrated how the population is aging. "In Utah, if you look at the numbers, there will be as many elderly people per working person in the state of Utah as there is in the nation as a whole, but more kids. So that's the mother lode of trouble we're leaving to this next generation. And we do that, in the state where we brag



Dr. Pam Perlich, research economist in the Bureau of Economic and Business Research at the University of Utah, shared insight into Utah's past and future demographics.



Participants in the Thursday Opening Session heard speakers address the past, present and future of Utah education.

about stacking them deep and selling them cheap. Now that model of education might have worked in the past if you have two things, 1) a very high level of parental involvement and 2) a very homogenous school population. Those days are long gone."

"It is, for me, a very self-evident truth that

See **OPENING SESSION** page 5

Read more about the 2009 UEA Convention & Education Exposition on pages 4-5

State Retirement Benefit Changes Considered

By Courtney White, UEA Director of Policy and Research

The last several years have seen legislative attempts to make changes to the Utah Retirement Systems (URS), the primary retirement funding mechanism for all state employees. This year is no different. In fact, there is concern some legislators may use the current economic downturn as an opportunity to press those changes.

The Utah Retirement System (URS), along with nearly every other financial or investment

institution across the nation has lost fund value and revenue as a result of the economic downturn. Still, the URS continues to be one of the best administered, invested and funded retirement systems in the nation and is not considered to be at any risk of insolvency.

The last several years have seen losses, but they are offset by previous years of significant increases. At the end of 2008, the URS was funded at 83.7 percent of anticipated future needs, down from 94.6 percent at the beginning of 2008. The URS funding high occurred in early 2001 at 103.4 percent and has been as low as 74.6 percent in the early 1990s.

Possible changes to the Utah Retirement System that have been identified by employers (principally the League of Cities and Towns) and/or legislators include the following:

- Suspend or lower the 1.5 percent contribution to 401(k) or 403(b);
- Suspend or lower post-retiree employees' ("double dippers") contribution to 401(k) or 403(b);
- Extend the final average salary period (from the current three years to perhaps five years or more), thereby slightly reducing the retirement benefit;
- Increase the vesting period (i.e.: from four years to six years);
- Put a minimum age condition on the 30-year benefit (there is currently no minimum retirement age if you have 30 years in URS);



See **RETIREMENT** page 3

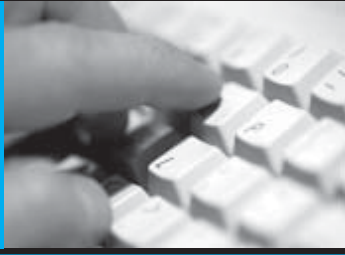
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Thoughts & Opinions



Make Quality Public Schools a Priority – Now!

By Kim Campbell
UEA President

Following is a summary of a presentation given during the 2009 UEA Convention

Over the past few months, the UEA conducted two statewide public opinion polls and ten focus groups with parents and teachers, to help us get up-to-date information about various education topics. The research was sponsored by grants from the NEA.

There were many reasons for conducting this research and we are finding it helpful in many areas, including shaping the UEA message.

As you know, for the past few years our message has been “Invest in Public Schools.” That is certainly still a valid message and we don’t want to lose the momentum that message has generated. But in the current economy, the research tells us this may not resonate as well as it once did.

So, we looked to the data to help us re-craft our message. We learned during the voucher campaign how important it is to have a message that is strong, that we can use consistently with many audiences and that is coordinated with our members and our partners.

Based on this research, I would like to share the following points that resonate with the public and fit our criteria for a strong, consistent and coordinated message:

First, “A quality public school for every child must be our top priority.”

Utah’s future depends on preparing students with the skills they need to survive in the 21st century. This requires world-class academic standards and a curriculum that fosters critical thinking, problem solving, and the innovative use of knowledge to prepare students for college and a career.

We need a long-term plan to ensure a quality neighborhood public school for every child—a plan developed in collaboration with classroom teachers. This plan must focus on what teachers and parents know make a difference in the classroom, including teacher quality, smaller class sizes, and up-to-date textbooks.

This plan will help us identify, develop and support education reform measures that are grounded

in research, not experiments that waste scarce taxpayer dollars.

We should seek educational reforms that will make a real difference in the classroom, not just focus on standardized tests. We support neighborhood schools that are accessible to all students, that allow classroom teachers to use their professional judgment, and that provide a well-rounded education with many choices including music, the arts, sports and extracurricular activities.

Second, “Investing in public schools grows the Utah economy.”

You can see this message is more than just investing in public schools. It’s making a link between investing in schools and



UEA President
Kim Campbell

See KIM CAMPBELL page 3



Jesse DeHay



Ryan Anderson

Thoughts from NEA Directors
Jesse DeHay & Ryan Anderson

Who do you think “The Union” is?
Who is “The NEA”?
Who is “The UEA”?

At times people use the terms like impersonal disembodied entities. Some say “I support my local or the UEA, but I don’t support the NEA” or “I support my local, but don’t support “the UEA” and “the NEA.”

At our UEA Convention, members proudly displayed “I am the UEA” on their lanyards. The power of one increases exponentially through association with others to the power of many. Ours is an association driven and directed by individual members through elected representatives and leadership and strengthened with knowledgeable compassionate staff at every level.

We are united by our shared vision, mission and core values, all of which were generated by and affirmed by members.

“We, the members of the National Education Association of the United States, are the voice of education professionals. Our work is fundamental to the nation, and we accept the profound trust placed in us. Our vision is a great public school for every student. Our mission is to advocate for education professionals and to unite our members and the nation to fulfill the promise of public education to prepare every student to succeed in a diverse and interdependent world. Our Core

What Are You Willing To Do?



Thoughts from
UEA Vice President
Ellen Thompson

If you had the wonderful opportunity to listen to Dr. Pam Perlich in the opening session of the 2009 UEA Convention, you probably left like I did... with lots of food for thought. After letting us know that in the United States the number of people over age 60 just passed the number of school-age children, she pointed out the same is swiftly coming true in Utah, despite the fact we continue to add more children. This means the financial burden on those working in Utah will be even higher.

So we have a choice. Do we continue to take on more and trust that the legislature will take care of us? Or do we take up the banner and realize that being a professional now in education requires us to use our minds and hearts to make a difference? Do you really believe that every child deserves a great public school? I do, and I am willing to work for it. We need to stand together and make supporting public education part of every conversation we have. We need to invite all teachers to join the profession and make our collective voice even stronger.

We love learning, that is why we chose this profession. But education will cease to exist for every child if we just continue to do as we have always done. If the members of UEA don’t stand up for public education in our state who will? We must get involved in the political movements we know will make a difference. I am carrying petitions now for two referendums I believe in. I am a precinct chair in my chosen political party. I am actively involved in my association. What are you willing to do?

Dr. Perlich called education an investment and said, “without the investment in the mind, we don’t have the invention, the creation to bring us the physical investment they are always interested in... This is an investment in human capital. These kids are the future of our state and we are in a situation now, I believe, it is critical that we up our investment in education.”

Dr. Perlich was talking about a financial investment by the state of Utah, but I propose that will never happen without the dedication and time investment of the teachers of Utah. Yes, we have the nation’s largest class sizes, yes we are overworked, yes we are being asked to do more with less, but we are also the very people who hold the future in our hands. Together we can make the impossible possible.

Values: Equal Opportunity, A Just Society, Democracy, Professionalism, Partnership, and Collective Action guide our work and define our mission.

NEA also believes every student in America, regardless of family income or place of residence, deserves a quality education. In pursuing its mission, NEA has determined that we will focus the energy and resources of our 3.2 million members on improving the quality of teaching, increasing student achievement and making schools safer, better places to learn.”

From our UEA Transformation work, listening to and reading members’ comments, we recognize the importance of our face-to-face conversations and other communications—between members and ARs, to local executive boards and local presidents, to UniServ council and staff members, to our UEA Board of Directors and state leaders and staff and on up to NEA leadership via the same elected representative process. From what we share together, in process, we are strong...effective.

You are the capital “U” in Union, and as our own Lily Eskelsen, vice president of the NEA, the largest professional educator association in the U.S., said in one of her speeches at our UEA Convention, “We make the path as we go”...together.

The UEA **Action** is published four times each year by the Utah Education Association. A portion of UEA members’ dues are designated for the UEA **Action**.

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Issues & Action



KIM CAMPBELL . . . (continued from previous page)

growing the economy.

For example, the top reason businesses give for choosing one city over another is education. Class size and per-pupil spending are the two most important factors businesses use in rating a public school system.

On the other hand, a study by the Brookings Institution goes on to say that “tax incentives and tax packages are uniformly viewed as low priorities by location consultants, relatively unimportant to the basic decision.”

In other words, an investment in education grows the economy more than corporate tax cuts and subsidies.

And, since nearly 90 percent of Utah’s public education budget is spent on payroll, investments create jobs for teachers and staff in both urban and rural areas.

Third, **“We must renew our commitment to adequately fund quality public schools.”**

Changes in the Utah tax structure have resulted in a decline in public school funding as a percentage of the state budget over the past 10 years. An analysis commissioned by Utahns for Public Schools revealed that just the change in 2007 to a single-rate, flat tax has cost schools more than \$200 million per year. Combine that with other tax changes, and schools are down nearly \$1 billion per year from

where they would have been had these changes not occurred.

These changes have also shifted the tax burden away from those most able to pay, like large businesses and the wealthy, to individuals and small businesses with less ability to pay.

And the most recent budget cuts have particularly hurt classrooms. Depending on the district you are in, you probably saw the number of teacher professional development and preparation days cut, instructional days eliminated, teacher pay reduced or student programs eliminated.

We need to share the message that we must **“Make quality public schools a priority—Now!”**

My hope is that everyone will join with us in spreading this message. We know we can’t do it without you and without the strength in numbers that comes from our membership. What the UEA says when we meet on Capitol Hill is only part of the conversation. Perhaps the more important conversations occur when teachers meet parents in the classroom or when neighbors talk to neighbors over the fence.

The more we use our strength in numbers to share a strong, consistent, coordinated message, the more we can make a real difference for public education in Utah and for the teaching profession.

2010 Elections

Attend Your Neighborhood Caucus

While the 2010 election is still a year away, it’s already clear that many critical issues lie ahead. Sustainable school funding, retirement, performance pay and education association rights are just a few of the issues likely to be on the table next year. Add to that important races for governor, U.S. senator, congress and the state legislature, and the 2010 election becomes even more significant.

That’s why it’s not too early to start working to ensure that we are well prepared for the upcoming election. You can start by planning to attend your party meetings in March.

Both Republicans and Democrats hold important neighborhood political meetings in March. The Republican meetings are called caucuses and the Democratic meetings are called mass meetings.



People attend these meetings to discuss current issues and the party platform and, most importantly, to elect delegates to attend the county and state party conventions.

Convention delegates play an important role because it is these delegates who decide which candidates are on the ballot in November. At the party convention delegates cast their vote for a candidate. If that candidate receives more than 60 percent of the vote, they avoid a run-off in the June primary and are automatically on the ballot in the general election. If you’ve ever wished you had a better choice of pro-public education candidates on the November ballot, this is how to do it.

If you’ve never attended a party meeting before, keep a few things in mind. You must attend your assigned meeting or caucus, which is determined by the precinct or legislative district in which you live. Meeting times and locations are typically printed in the newspaper a few days before the meeting, or you can call your party headquarters or visit the party website (see below). Rules for attending and participating in a meeting vary slightly based on party rules, but generally both parties only require that you be a registered party member in order to vote (and often there are voter registration forms available at the meeting).

Yes, it’s important to vote in the primary and general elections. But why wait until the candidates have already been chosen before you become involved? You can have an even greater impact by attending your neighborhood meetings and electing delegates who will work to elect pro-public education candidates at the party convention.

Make plans now to attend your party caucus in March, and bring your neighbors along so you can elect delegates who support public education.

For more information about neighborhood political meetings in your area visit—

Utah Republican Party: www.utgop.org

Utah Democratic Party: www.utdemocrats.org

RETIREMENT . . . (continued from page 1)

- Partial benefit payments until certain age (phase retirement);
- Reduce the multiplier from 2 percent of the final salary to 1.9 percent;
- Change to a contributory system (employees are currently on a non-contributory system);
- Create a hybrid contributory/non-contributory system;
- Turn the defined-benefit system into a defined-contribution system 401(k) or 403(b);
- Require all new employees to participate in a defined-contribution system 401(k) or 403 (b);
- Reduce post-retirement benefits.

Any changes would require legislative approval. The UEA legislative team is watching the situation very closely and is working with legislators and decision-makers to safeguard your benefits. The legislative team will keep you up to date and, if necessary, issue a call to action. Stay tuned to developments at www.utea.org/politics.

Why teachers have a retirement program

This is a true story and is contained in a brochure distributed by the National Park Service at Niagara Falls:

Annie Taylor:

The first person to survive a fall over Niagara Falls

Mrs. Annie Taylor, a 63 year old schoolteacher was approaching retirement age without having made adequate preparation for her retirement, when she decided that a trip over Niagara Falls was the way to fame and fortune and a good retirement. On Oct. 24, 1901, assistants strapped her into a special harness in the barrel. A small boat towed the barrel out into the mainstream of the Niagara River and the barrel was cast loose. It was slammed by the rapids first one way, then the other. Then came the drop and a bone-wrenching jar so violent that Mrs. Taylor was sure she hit the rocks.

Seventeen minutes after the plunge the barrel had drifted close enough to the Canadian shore to be hooked and dragged onto the rocks. Mrs. Taylor was dazed but triumphant, and being the first person to conquer the mighty Falls of Niagara, she found the fame she sought so desperately. The fortune was a bit more elusive. Twenty years after her brush with death at Niagara she died destitute.

History of the Utah Retirement Systems

The current teacher retirement system has been more than 100 years in the making:

- 1907** Utah legislature authorizes local governments and school districts to establish pension plans
- 1913** Legislature creates a statewide teachers retirement system (later ruled unconstitutional)
- 1919** First statewide pension plan for firefighters established by the Utah legislature
- 1937** Utah legislature enacts the “Teachers’ Retirement Act,” only the Salt Lake, Ogden and Provo School Districts were mandated to participate
- Late 40s** Governor Lee proposes terminating the state retirement system in favor of Social Security
- 1949** Teachers could draw full retirement benefits with 30 years of service, 25 years of service at age 55; 20 years of service at age 60; or 15 years of service at age 65
- 1953** Governor Lee proposes a 100 percent offset for Social Security payments to persons receiving a pension
- 1953** UEA proposes a 70 percent offset for Social Security payments
- 1953** The Utah legislature authorizes state and local government participation in Social Security
- 1961** Utah legislature repeals the 70 percent offset reduction and created the Utah School and Public Employee Retirement Systems
- 1967** Utah legislature creates the Utah Retirement Systems (combining school and public employees in one system), providing a benefit of 1 percent of final average monthly salary multiplied by years of service credit prior to July 1, with the benefit increased to 1.1 percent for years of service credit after July 1, 1967
- 1967** Participating employees could fund a supplemental annuity plan (which subsequently became 401(k) and 457 plans)
- 1971** Retirement benefits determined on the basis of 1.2 percent of final average monthly salary
- 1972** Legislature allows the employer to pay the full retirement contribution
- 1973** Legislature increased the retirement benefit to 1.25 percent for post-1967 service and increased the cost-of-living adjustment (COLA)
- 1974** Legislature increased the retirement benefit to 2 percent for service after July 1, 1975, and set the COLA at 4 percent maximum annually
- 1994** Districts required to contribute 1.5 percent to employee’s 401(k) plan

American Education Week Nov. 16-20

In 2009, the 88th annual American Education Week will take place November 16–20. The event spotlights the importance of providing every child in America with a quality public education and the need for everyone to do his or her part in making public schools great. To help plan activities, NEA offers an online toolkit, complete with promotional materials, activity ideas, and downloadable templates at www.nea.org/aew.

UEA Convention



Memories from the 2009 UEA Convention

Day 2: Keynote Speakers Harry and Rosemary Wong

Procedures Key to Classroom Management

His speaker biography begins “Harry K. Wong is the most sought after speaker in education today.” South Towne Exhibition Center staff frantically setting up additional chairs during the Friday Opening Session of the 2009 UEA Convention would probably agree.

“I think he gave great advice and ideas that would apply to both new and experienced teachers,” said BYU education student Kristen Cutler. “As a student teacher, he got me excited about starting my teaching.”

“Effective teachers are extremely good classroom managers,” said Wong. “And classroom management has nothing to do with discipline... Classroom management has to do with practices and procedures—things that you do. That is what practice and procedure means—things that kids do.”

“Research says that the very first thing you must do, the very first day, the very first week of school is you must establish a class that is consistent... Consistent means dependable, reliable, predictable,” he explained. “(Students) want to be able to walk into a classroom every single day knowing what they are going to get, and not be yelled at and screamed at all day long because they just do not know what is going to happen.”

Harry was joined by his wife, Rosemary, who explained effective teachers also establish consistency in the classroom by using an agenda. “An agenda is an organization for what is going to hap-

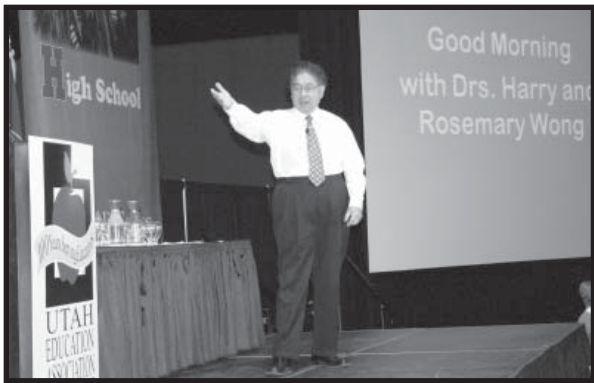
pen in the classroom.” The agenda, she says, has three parts: it has a schedule telling the kids what is going to happen that day, it has an opening activity to help the students to come into the classroom and get to work, and it has an objective to tell the kids their purpose for coming to school that day.

Rosemary also stressed the importance of developing a classroom management plan. “Now if you don’t have a classroom management plan, we think you’re planning to fail. Classroom management plans are plans for success—your success and your student’s success in the classroom.”

“So the number one problem in our classroom... is not discipline,” said Harry. “It’s the fact that we have some teachers who do not have a plan. They do not have procedures. And as a result, the kids don’t know what to do. And worse than that, the teachers also do not know what to do.”

Harry went on to explain the steps for establishing classroom procedures. First, “you clearly define your procedures and routine.” Second, “all procedures must be rehearsed.” And third, while students are rehearsing, you “assess and watch what they are doing to make sure that they are doing it.”

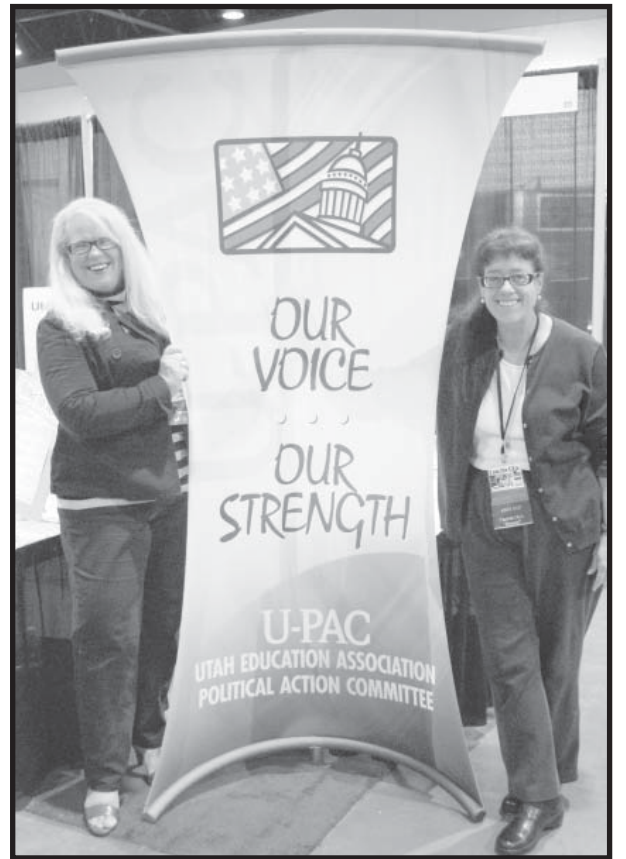
Harry concluded by saying that the teacher is the most powerful predictor of student achievement. “It is not class size, it’s not looping, it’s not a government program. It’s you and I. You go home and you look at yourself in the mirror and understand that we are the key to whether these kids will learn or not.”



Teacher and author Harry Wong energized the nearly 1,000 educators at Friday’s opening session with his practical ideas for classroom management.



UEA Vice President Ellen Thompson, joined here by Real Salt Lake mascot Leo, attempts the first soccer goal to kickoff the “Get a Kick Out of Reading” literacy event. More than 2,000 books were distributed to participants thanks to sponsors Barnes and Noble Booksellers, Horace Mann Insurance, Utah Idaho Supply/Map World, Staples, Real Salt Lake and Night Flight Comics.



Volunteers, like Trudy Henderson and Mary Lamb, staffed the UEA Political Action Committee booth. U-PAC supports education-friendly candidates.



As part of their professional program to study the U.S. education system, six foreign delegates from Nigeria attended the UEA Convention. Their goal is to advance the cause of public education in Nigeria, strengthen the teaching profession and promote quality schools for Nigerian children. The visit was coordinated through the Utah Council for Citizen Diplomacy.



The exhibit hall at this year’s UEA Convention featured more than 200 vendor booths, the Idea Fair with 30 booths staffed by teachers sharing ideas with other teachers and the “Get a Kick Out of Reading” literacy event.



The South Towne Exposition Center in Sandy was home to the 2009 UEA Convention, the second year at the facility.

Partners Provide Participant Prizes

Thank you to all of the companies that donated great prizes for the UEA Membership Booth. Below are just a few of the dozens of prizes that were awarded to UEA members during the two days of convention. Remember to attend both days of convention next year for your chance to win great prizes. Congratulations to all the winners!

Prize

BOSE - Wave audio system (Grand Prize)
Zermatt Resort - One night stay with breakfast
This is the Place Heritage Park - Season Pass
Temple Square Hospitality - \$50 Gift Card
Hale Centre Theatre - “A Christmas Carol”
Utah Idaho Supply/Map World - Gift Card
Anniversary Inn - Gift Card
Costco - Gift Basket
Utah Jumpstart - Gift Basket

Winner

Linda Thomas Stuart
Kathy Anderson
Judy Taylor
Jane Munson
Scott Hughes
Rachel Van Orden
Amy Bowden
Caroline Barrington
Susan Broschinsky

Local

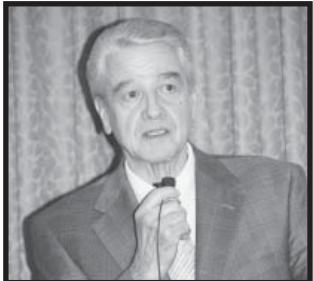
Davis
Granite
Canyons
Granite
Davis
Jordan
Ogden
Carbon
Cache

UEA Convention



"Our professionalism and our worth will be measured by one yardstick—whether or not we are doing the right thing for the whole child that has been entrusted to us."

*Lily Eskelsen
at the opening session of the 2009 UEA Convention*



Dee Burningham (left) received a UEA Honor Roll Award and Pat Rusk (far right) received the Charles E. Bennett Human and Civil Rights Award at the "Superstars in Education" Banquet (see page 8).



NEA Vice President and former UEA President Lily Eskelsen was a featured speaker at Thursday's opening session.



KSL Radio host Amanda Dickson expressed her admiration for teachers during the Thursday opening session. Dickson was the session's master of ceremonies.

OPENING SESSION . . . (continued from page 1)

(investment in education) is an investment in human capital," concluded Perlich. "These kids are the future of our state. We are in a situation now, I believe, it is critical that we have to increase our investment in education."

After introducing the Conference theme, "UEA: Celebrating our Past, Creating our Future," UEA President Kim Campbell encouraged UEA members to continue the organization's 100-year legacy of advocacy. "If caring adults do not advocate for Utah's public school children, Utah's public school children do not have a voice in the kinds of schools that they go to. And who better to advocate for Utah's public schools, Utah's public school children and the dedicated professionals in those schools, than the teachers who teach there?"

NEA Vice President and former UEA President Lily Eskelsen made the case that teachers are professionals who know how to teach. "If only people in political power will give us the freedom to be professionals, to decide what measurements do matter, to design our instruction, to learn from each other and to constantly improve. We actually need the freedom to teach."



As part of kicking off its centennial celebration, UEA invited present and former leaders to attend this year's opening session and a reception held in their honor. Pictured above are (front row) Betty Condie, Donald Ulmer, Carl Mellor, Gerald Handy (back row) Hurley Hansen, Lucille Taylor, Pat Rusk, Lily Eskelsen, Phyllis Sorensen, Lowell Baum, Kim Campbell and Mark Mickelsen.



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Issues & Action



UEA and the Utah Jazz are proud to sponsor:

The Great Public Schools Celebration

The Utah Education Association, in partnership with the Utah Jazz, is asking Utah educators to identify an outstanding educational program or individual in a Utah public school. Entries will be judged based on how the program or individual helps students, teachers and the school. One winner will be chosen in each category.

Contest winners will be recognized during halftime at a Utah Jazz game. Winners will be honored guests of the Utah Jazz and receive:

- Two tickets to a Utah Jazz game where they are honored (up to four tickets for the educational program winner).
- Dinner at a Salt Lake-area restaurant for game attendees.
- A classroom visit by the Utah Jazz Bear (within 50 miles of EnergySolutions Arena).



Nominations for the Great Public Schools Celebration must be submitted by January 29, 2010. Nominees must be

UEA members and licensed educators who currently teach in a Utah public school. Nominators must also be UEA members. Please use the official nomination form available at www.utea.org.



UEA Seeks Active Member Involvement

In 2008-09, more than 150 members participated in training opportunities provided by the UEA in areas such as organizing, leadership development, membership recruitment, political organizing, contract negotiations, communications and more. The UEA's strategic plan includes increasing the involvement of members and identifying new, energetic leaders to guide the Association in the future.

Members are encouraged to run for Association leadership positions at all levels of the organization. Statewide elections for six UEA offices are subject to election this year (see *UEA Elections*, below).

As required by UEA bylaws, the Association's Minority Involvement Plan (MIP) details numerous state policies, activities and publications designed to involve ethnic-minority members in Association committees, events, decision making, and leadership positions. The UEA Board of Directors recognizes the Association's responsibility to work for meaningful involvement of members, especially ethnic members. The comprehensive member involvement plan seeks to promote the active involvement of ethnic members and to increase the number of ethnic delegates to the NEA Representative Assembly. The UEA's Minority Involvement Plan is available at www.utea.org by highlighting "Inside the UEA" and selecting "Human & Civil Rights."

Local affiliates are encouraged to include provisions in bylaws to assure ethnic representation at all levels of the organization, and to develop procedures that will enable ethnic members to qualify as delegates to the NEA RA.

UEA Elections

Utah Education Association members wishing to run for Association positions must complete a Declaration of Candidacy form and submit it to the UEA executive director's office no later than 5 p.m., Monday, Jan. 11, 2010. Forms are available at UEA Headquarters or online at www.utea.org. The following UEA offices will be subject to election in 2010:

- President (Two-year term)
- Vice President (Two-year term)
- NEA-RA Delegate-At-Large (Two-year term)
- NEA-RA Successor Delegate-At-Large (Two-year term)
- Davis Director on the UEA Board of Directors* (Three-year term)
- Davis NEA-RA Successor Delegate (Three-year term)

* Current director has served maximum term.

Not All Accused Predators are Guilty

by Michael T. McCoy, UEA General Counsel

Recent news stories about teachers investigated for and charged with inappropriate relations with students causes concern for the safety of students by those charged with protecting them while at school. The public, parents and students should know research shows public schools are among the safest places a young person can be.

Being one of the safest places doesn't mean public schools are entirely safe. Student-to-student violence is a concern. Accidents happen everywhere and students are accidentally injured, even killed, while attending public schools. Sexual predators can be found in every profession and walk of life—scouting, church, sports and, unfortunately, public schools.

The recent rash of news stories requires a response. First, the Utah Education Association in no way condones inappropriate relationships between school employees including educators and those in their charge. School employees who can't keep their hands off students shouldn't be employed by or be in the schools. That's our position.

Why, then, does UEA provide assistance to members investigated for and charged with criminal conduct with students? First, about one-third of those formally investigated by the police are not guilty. Second, our form of government starts from the premise individuals are presumed innocent un-

til proven guilty. Our members are entitled to that presumption and to the due process of law in which they are exonerated—or proven guilty.

But why so many news stories? There are at least two reasons for the increased reporting. First, individuals who suspected an inappropriate relationship may report it based on hearing a news story. They might not have made the report except for the news stories. Second, the news stories provide a blueprint for anyone who may want to get back at a teacher. Students who are angry about a grade or being disciplined by a teacher make up stories about the teacher. Yes, students make up false stories about teachers just to get even with them.

Another powerful motivation for complaints to school administrators or the police is from a spouse or former spouse. Often these complaints occur in the context of a child custody case. If the spouse

can get the teacher fired or charged with abuse of a student, the spouse wins the custody case. In a recent case, an anonymous complaint came forward after a student graduated and started dating a former teacher after she was 19 years old. The complaint is suspected to have come from a former spouse.

The fact is there are many complaints made by students and others against teachers. All complaints are investigated by school officials. School officials cannot afford to ignore such complaints even when they believe or know them to be false. If a complaint is determined to be sufficiently credible, it is investigated by police and the teacher suspended pending a comprehensive investigation. Of the complaints elevated to this level, about one-third of the teachers are exonerated.

We believe due process and fairness justifies protecting educators falsely accused of criminal conduct by students and others who are just out to get them.



UEA Attorney
Michael T. McCoy

For more information about teacher rights, visit:

www.utea.org/educatorResources/educatorRights/index.htm

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UEA People



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Honoring Utah Educators & UEA Members

'Superstars in Education'

Teachers Honored at Banquet



Ten Utah teachers were awarded 2009 'Excellence in Teaching' Awards, courtesy of William and Pat Child, at the UEA "Superstars in Education" Banquet. Pictured, left to right, are (front row) Wendi Miller, Tiffany Rawlings, Pamela Searson, Laura Brough, Kathryn Parry (back row) Steven Player, Norm Unck, Ronald Ricks, Rob Geertsen and David Gilbert.

As part of Ribbon Week, Millcreek High (St. George) science and health teacher Kathryn Parry scripted out a mock drunk driving accident, enlisted the fire and police departments to help portray a life-like accident scenario in the school parking lot, then coached students in various roles as accident victims, police investigators, prosecuting attorneys and defending attorneys. The event looked so real passing motorists called on cell phones to report the "emergency." The week continued with a mock trial in which the student body became the jury as the mock drunk driver was prosecuted.

Math Girl, alter ego of Bluffdale Elementary teacher Tiffany Rawlings, provides the avenue her sixth-grade students need to conquer their math fears. Math Girl's problems in life become the math problems in class. After a big test, she celebrates by standing on a chair and giving students a superhero name for their good grades.

One student told Wahlquist Jr. High (Farr West) science teacher Norm Unck he would be going on an extended vacation to Hawaii and didn't want to fall behind. Mr. Unck located the class textbook online and e-mailed assignments. He even developed an assignment to test ocean tides. It tied into the Utah state core curriculum and could be done on the beaches of Maui.

Parry, Rawlings and Unck are three of 10 educators honored with 2009 William and Pat Child "Excellence in Teaching" Awards during the UEA's annual "Superstars in Education" Banquet, Oct. 1. Award recipients are nominated by their peers and chosen based on their work with individual students or groups of students. Each winner received a crystal award, a check for \$1,500 courtesy of William and Pat Child and a plaque for their school.

"Excellence in Teaching" Award recipients for 2009 include:

- Laura Brough, first grade teacher at Lewiston Elementary School, Cache County School District;
- Rob Geertsen, history teacher and basketball

coach at Jordan High School, Canyons School District;

- David Gilbert, fourth grade teacher at Greenville Elementary School, Cache County School District;
- Wendi Miller, resource and humanities/art teacher at Copper Hills High School, Jordan School District;
- Kathryn Parry, science and health teacher at Millcreek High School, Washington County School District;
- Steven Player, social studies teacher at Richfield High School, Sevier School District;
- Tiffany Rawlings, sixth grade teacher at Bluffdale Elementary School, Jordan School District;
- Ronald Ricks, sixth grade teacher at Dilworth Elementary School, Salt Lake City School District;
- Pamela Searson, special education teacher at Sand Ridge Junior High School, Weber School District; and
- Norm Unck, science teacher at Wahlquist Junior High School, Weber School District.

In addition to recognizing the state's outstanding educators, the UEA presented the following awards at the "Superstars in Education" Banquet:

- A UEA Honor Roll Award to Dee Burningham, former UEA government relations and political action director, for his post-retirement work in organizing regional political action strategies and campaigning for pro-education political candidates. This award is presented to a non-educator who has provided outstanding service to public education.
- The 2009 Charles E. Bennett Human and Civil Rights Award to Pat Rusk for her efforts in creating the UEA Children at Risk Foundation A+ Tutoring program for students in struggling schools and leadership roles with NAACP, Job's Daughters and the Inclusion Center of Utah. This award is presented to an individual who has engaged in human and civil rights activities that have benefited education and had community-wide impact.

Utah Teacher of the Year Named Finalist for NEA Award

Sharon Gallagher-Fishbaugh, a second grade teacher at Dilworth Elementary School in Salt Lake City, is one of five national finalists for The NEA Foundation Awards for Teaching Excellence. Gallagher-Fishbaugh will be recognized as one of the nation's top educators at the Foundation's Salute to Excellence in Education awards gala on Feb. 12 in Washington, DC.

The national winner will be announced at the gala and will receive The NEA Member Benefits Award for Teaching Excellence and \$25,000. The four other finalists will each be awarded The Horace Mann Award for Teaching Excellence and \$10,000.

"Sharon represents the very best of the good things happening in Utah's public schools," said Kim Campbell, president of the Utah Education Association. "She is a professional educator not only dedicated to her students, but also to her profession. Her passion for education is contagious."

The finalists were selected from 38 public school educators nominated by their peers. Gallagher-Fishbaugh was nominated by the Utah Education Association, the state's National Education Association affiliate.

In addition to the recognition, the five finalists are receiving digital arts training for their schools from the Pearson Foundation. The finalists will then be honored at the gala with video profiles created by teams of students and teachers from their schools. The video profiles of last year's finalists can be viewed at neafoundation.org.

The NEA Foundation Awards for Teaching Excellence are given annually and recognize, reward, and promote excellence in teaching and advocacy for the profession. The NEA Foundation and the National Education Association jointly present the awards with support from NEA Member Benefits, the Horace Mann Companies, and the Pearson Foundation.



Sharon Gallagher-Fishbaugh

Kory Holdaway Joins Association Professional Staff

Special education teacher and State Representative Kory Holdaway brings extensive government and legislative experience to his new role as UEA Director of Government Affairs and Political Action. He replaces Vik Arnold who retired Sept. 1.

"Education policy and politics is something I very much enjoy," said Holdaway. "I have greatly appreciated the work UEA has done in this arena and look forward to helping continue that effort."

Known as a moderate Republican in the Utah House, Holdaway has been intimately involved in issues related to education policy at a national and state level for many years. He was part of a bi-partisan group of state legislators from across the United States that developed a report outlining the benefits and challenges of the federal No Child Left Behind law and supported increased education funding each of the 10 years he served in the legislature.

Holdaway will resign his seat as Representative for House District 34 in addition to leaving his position at Taylorsville High after 27 years of teaching. "That is the hardest thing for me—to quit teaching. I just love it," he said.



Kory Holdaway