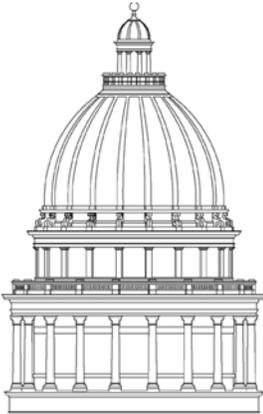


Office of the
LEGISLATIVE AUDITOR GENERAL
State of Utah

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A Limited Survey of Educator Classifications



Over 110 educators and administrators, as well as USOE administrators, were interviewed for this survey.

The purpose of this survey is to provide the Legislature with information regarding the amount of time educators, based on their classifications, spend instructing students in a classroom. To obtain this information we visited three different-sized school districts (large, medium, and small), as well as one charter school. We interviewed over 110 educators and administrators within those districts and the charter school, as well as administrators from the Utah State Office of Education (USOE) to obtain this information.

The methodology consisted of asking questions to help quantify the amount of time educators spend instructing students. The ranges represent the average response of sampled school administrators and educators as well as the responses of administrators from the USOE. These ranges are shown in Figure 1.

- The first range represents the percent of time spent in a classroom when students are present where curriculum is taught and graded. This range represents time in the classroom, not necessarily instruction time.
- The second range represents the percent of time spent instructing/working with the whole class.
- The third range represents the percent of time spent working with individual students or small groups.

Included at the end of this report in the appendix are the USOE's operational definitions of each educator classification.

Figure 1 Educator and Educational Administrator Estimates of Classroom and Teaching Time. 110 sampled educators, administrators, and USOE administrators were surveyed to estimate classroom and teaching time.

Educator Classification(s)	Classroom Time	Time Spent Instructing the Entire Class	Time Spent w/ Individuals or Small Groups
Kindergarten Teachers	82 - 90 %	40 - 65 %	24 - 50 %
Elementary Teacher	80 - 85	48 - 70	20 - 39
Secondary Teacher	81 - 85	51 - 65	20 - 28
Teaching Intern	72 - 85	48 - 70	20 - 38
Special Education	84 - 98	25 - 31	50 - 54
Teacher Specialists*	67 - 82	10 - 60	10 - 21
Preschool Teacher	70 - 98	40 - 98	2 - 50
Classroom Support**	60 - 85	4 - 65	20 - 82
Librarian/Media Specialist	25 - 59	28 - 35	23 - 26
Audiologist	0 - 1	0	0 - 55
Speech Pathologist	0 - 10	0 - 10	70 - 80
Psychologist	5 - 10	0 - 3	48 - 65
Guidance Counselor	9 - 26	10 - 21	31 - 57
Social Worker	5	5 - 10	15 - 60
School Administrator	10 - 24	0.5 - 21	9 - 10
Administrative Intern	10 - 61	8 - 15	2 - 46
Paraprofessional	90	0	90

Ranges shown in Figure 1 represent responses from sampled principals and educators as well as USOE administrators.

* Teacher Specialists are identified as some of the best teachers, and while they spend less time instructing students than other teachers, they spend a significant amount of their time teaching and training other teachers.

** Classroom Support ranges may be skewed because the application of this classification differs between USOE and individual schools. Some school administrators may be including paraprofessionals (which are primarily unlicensed classified employees) as classroom support.

Note: Some classifications do not show ranges because the average responses were the same among principals, educators, and USOE administrators. In some classifications (i.e. teacher specialists), the ranges vary substantially, primarily because how those classifications perform their jobs varies from school district to school district.

Figure 2 shows, for each classification, the amount of time educators spent instructing the entire class relative to the average of elementary and secondary teachers.

Figure 2 Time Spent Instructing the Entire Class Relative to the Average of Elementary and Secondary Teachers. This figure shows the relative amount of time spent instructing an entire class relative to the average amount of time spent by elementary and secondary teachers.

Figure 2 shows, for each classification, the amount of time spent instructing the entire class relative to the average of elementary and secondary teachers.

Educator Classification	Time Instructing the Class Relative to the Average of Elementary and Secondary Teachers
Preschool Teacher	1.18
Elementary Teachers	1.01
Teaching Interns	1.01
Secondary Teacher	0.99
Kindergarten Teacher	0.90
Teacher Specialist	0.60
Classroom Support	0.59
Librarian/Media Specialist	0.54
Special Education	0.48
Guidance Counselor	0.27
Administrative Intern	0.20
School Administrator	0.18
Social Worker	0.13
Speech Pathologist	0.09
Psychologist	0.03
Audiologist	0
Paraprofessional	0

The USOE also provided us with current FTE counts for each educator classification by assignment in public schools. This data can be found in Figure 3.

Figure 3 FTE CACTUS Counts by Assignment in Public Schools. The USOE provided FTE counts of all educators by classification, current as of January 2008.

Educator Classification	FTE Count
Kindergarten Teachers	1,189
Elementary Teachers	10,555
Secondary Teachers	9,705
Teaching Interns	218
Special Education	2,583
Teacher Specialists	1,422
Preschool Teachers	270
Classroom Support	Included with Teacher Specialist and Secondary Teacher FTE Counts
Librarian/Media Specialist	279
Audiologist	22
Speech Pathologist	489
Psychologist	227
Guidance Counselor	767
Social Worker	95
School Administrator	1,246
Administrative Intern	Included with School Administrator FTE Counts
Paraprofessional*	7,992

Figure 3 shows the current number of FTEs for each of the corresponding classifications.

* Paraprofessional count taken from Fall 2007 District Survey. Paraprofessional data is not included in CACTUS.

Note: FTE counts were provided by the USOE and were unaudited by the Legislative Auditor General. Most of the FTEs represented in this figure are licensed individuals, with the exception of the FTEs listed as paraprofessionals.

Appendix

The following terms are USOE operational definitions of each educator classifications.

Audiologist

Licensed educators who work in small groups and one on one with students to support hearing impairments in the classroom.

Audiologists have highly specialized skill sets that include conducting student hearing assessments and teaching techniques to augment hearing impairments.

Classified Personnel

Unlicensed, non-educator support staff assigned to secretarial, clerical, janitorial, busing, lunch, and other related services for a school or district.

Classroom Support (Support Services)

This title is misleading in that teachers in this category are licensed regular classroom teachers with assignments that do not fall within previously created CACTUS categories. It is a miscellaneous category for CACTUS purposes. Some of the assignments are considered regular classroom teacher assignments. They are as follows: Basic Academic Skills, Character Education, Detention Center Teacher, Driver and Safety Education, Learning Strategies, ROTC, Transition to Adult Living, Study Skills ESL. These teachers are included in the secondary teacher count as they are assigned to a classroom of students with face to face instruction.

Some of the assignments are considered support as specialists to augment regular classroom instruction. These assignments include: Bilingual, English as a Second Language, Special Needs Teacher, Student Advisor, Teacher of Homebound/Hospitalized, and Information Technology Specialist. These assignments are included in the Mentor/Teacher Specialist Count.

District-Based Teacher Specialists

Licensed educators who provide specialized support for teachers at a district level (i.e. curriculum specialists, instructional technology specialists). Duties may also include supervision of school based teacher specialists.

Guidance Counselors

Licensed educators who provide career, school and personal guidance to students. This work occurs in classrooms, small groups and one on one. Classroom instruction is provided on guidance curriculum and support is given to teachers and instructional teams in connection with student achievement goals.

Instructional Coordinators and Supervisors

District based licensed educators who serve teachers and support personnel in order to promote student achievement. They do not provide face-to-face instruction with students in schools as part of their daily work.

Intern Classroom Teachers

Educators who have a class assignment consistent with the definition of a regular classroom teacher but have not completed their university preparation program. Typically, an intern assignment is a paid teaching position (typically .58) for a full year and takes the place of student teaching.

LEA Administrators

Administrators who generally work in a district setting to support instruction and student achievement but do not work directly with students. Managing programs is their core responsibility.

Librarians and Media Specialists

Most Utah librarians or media specialists are paraprofessionals; however, some districts maintain licensed educators (around 270). These educators maintain, acquire and update library collections, provide for checkout and tracking of materials, and provide instruction that supports reading and research.

Paraprofessionals

Unlicensed classified personnel who assist regular or special education teachers in classrooms, or who have primary assignments as media specialists.

Preschool Teachers

Licensed educators who have early childhood degrees and work specifically with students in preschool settings. Preschools are often housed in schools serving high numbers of students who live in poverty or schools which house special education programs. Students in these preschools may also be served by paraeducators who are not licensed educators. Preschools in high school settings are served by CTE endorsed teachers.

Psychologists

Licensed educators who work with small groups and one on one with students to assess, provide recommendations for interventions, or provide tutoring in appropriate social behaviors. The students working with psychologists are likely to be recommended for services or have individualized education plans (IEP) in accordance with IDEA.

Regular Classroom Teachers

Licensed educators employed by a Utah LEA who carry a full or part-day classroom assignment in a regular, alternative, youth in custody, or career and technical setting.

School Administrators

Licensed educators with administrative endorsements who serve as formal leaders at each school site. Duties include items such as school safety, budget, building operations and maintenance, teacher quality, student achievement, parent and community relations, core instruction, and extracurricular activities. Principals, assistant principals, and administrative interns are included in this definition.

School-Based Teacher Specialists

Licensed educators who provide specialized support for students and teachers (i.e. Reading Specialists, Math Specialists, Instructional Technology Specialists) assigned to a school setting. This category also includes educators assigned as full time mentors who are assigned to a particular school setting to help new or struggling teachers succeed.

Also licensed educators who provide specialized support within a school building, but have limited interaction with students (i.e. technology repair/support services).

Social Workers

These are licensed educators with social work degrees, who work hand in hand with a school's special services team to assist children and their families with school success. Their work includes group instruction on appropriate social skills, conducting home visits, and providing direct assistance to students and their parents. They are the district's or school's liaison to the community, especially focused around health and human services needs.

Speech Language Pathologists

Licensed educators who work in small groups and one on one with students to assist in acquisition of language skills and remedy speech impediments. Services from speech pathologists are required under IDEA, in the child's disability demands such help.

Special Education Teachers

This is a subgroup of regular classroom teachers who work with students identified under the Individuals with Disabilities Education Act (IDEA). Typically, special education teachers are assigned a smaller ratio of students but work in regular classrooms as well as small group and one on one instruction. While special education teachers spend the bulk of their day instructing students with disabilities, they also have significant paperwork and assessment responsibilities per federal law (IDEA).