

**Friis, John**

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**From:** George Johnson @ Zap Technology [zap@zaptex.com]  
**Sent:** Monday, March 16, 2009 8:40 AM  
**To:** Friis, John  
**Subject:** Testimony for the Education Committee Meeting on HB6666 on Section 5 for Monday March 16 2009.

I wish to share my intended Testimony for the Education Committee Meeting on HB6666 on Monday March 16 2009.

Testimony in Support of HB 6666, Section 5  
Adjunct Instructor Certificate

Sen. Gaffey, Rep. Fleischman, and members of the Committee,

My name is George Johnson and I am the parent of one graduate and one current student in Theater at the ECA. I believe our collective promise in America is not just "No Child Left Behind" in principle, but opportunity to build oneself and excel beyond a mandated minimum of education. ECA is one of Connecticut's premier examples of the successful marriage of equal opportunity and excellence in education.

ECA students' experience, enthusiasm and knowledge suffuse their regular high school classes and activities, influencing other students and communities outside the magnet school. Many ECA students say they are excited and motivated to do their best both at the ECA and their home high schools. Both of our children have been given an engaging and challenging education in the arts, and in professional life, from practitioners who mentor students in the full and complete sense of the term.

I wish to strongly advocate for Section 5 of House Bill 6666, which will allow for adjunct faculty certificates to be issued to the highly-trained professional artists who teach at ECA and similar programs. Certification activities and costs are prohibitive for those already juggling multiple jobs and their professional practices. If required for part-time positions, these adjuncts will not be able to do so and the school will close. This will be a terrible loss to Connecticut's high school students in 19 school districts and for the state magnet system.

Stated opposition to Section 5 has been that if this provision passes, "... students of all ages in our magnet schools may be taught by instructors who have no experience in child development, classroom instruction, or age appropriate programming for students."

This position does not acknowledge that in a part-time magnet school the student's educational and development issues are already addressed by:

- a) the fact that the adjunct faculty are under the close supervision and work side by side with fully certified teachers and department heads, and
- b) the fact that students remain fully involved with their regular high schools certified faculty and counseling staff, who do an excellent job with these students developmental needs.

Please consider such objections against Section 5 in light of these practical considerations.

I urge that Section 5 or the equivalent provisions be included in the HB6666 and the Connecticut State Legislature to continue to support responsible and clearly successful avenues for practicing professionals into classrooms. There they can bring the highly effective methods of mentoring, which include how one acts in one's profession, how one adapts to changes and how one can continue to grow and educate oneself throughout their career and life.

With great respect to the Committee,

I thank you.

3/16/2009

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