As a Professional Educator with a high degree of expertise, I find it offensive to listen to people in positions of power expound upon the needed 'reform' for public education. If one were to really understand and assess the statistical data accrued by the state, you would find that the vast majority of students in the state are well prepared for post secondary education or an appropriate alternative.

It is not the majority of teachers who lack skills or who are lazy. The problem is in the lack of supervision or monitoring of classroom **teaching**. As any competent teacher will attest, it is not the popularity of the teacher, or how much fun students have completing activities, but rather the time students are engaged in well planned, lessons addressing vital learning objectives presented in a cohesive manner which will lead to mastery of learning goals.

It does not take a rocket scientist to know the truth of the matter in this situation. It is politically sound to attack the education system rather than addressing the lack of parenting, cultural differences, socio-econominc factors or other obstacles facing our students and teachers today. **I find it alarming that the people in our state who hold political power have chosen this path.**

I find it disturbing that reducing the standards for teacher training is even being considered. This is an insult to the students of the state. How can you provide greater expertise in professional educators if you lower the standards. Would you lower the standards for a doctor who is operating on your child? Then why would you lower the standards for a teacher who spends 180 days with your child.

There are thousands of outstanding teachers. There are far fewer marginal or outright terrible teachers. These people can be fired under the current system, but alas, ***sometimes it is who you know and not what you know*** that keeps a terrible teacher safe in their position. Look around, ask teachers. They can point to the people who should not be in a classroom. They take steps to protect the profession, but they are not the decision makers. Again, many times ***it is not what you know, but who you know***.

I urge you to consider that the problem is not with the majority of teachers, but it is in fact with the lack of oversight and support provided to teachers who are less than optimal.

Cynthia Morrissey