

*Remarks of
Elizabeth Kloeblen
Second Grade Teacher
Easton Public Schools*

**Before the Education Committee
On S.B. No. 24, AN ACT CONCERNING EDUCATIONAL COMPETITIVENESS
Section 29, *Teacher Tenure***

February 21, 2012

Good afternoon Senator Stillman and Representative Fleischmann, and members of the Education Committee.

My name is Elizabeth Kloeblen and I have been teaching second grade in Easton for the past four years, though I am a resident of Norwalk. I am currently an untenured teacher, though I will be receiving it at the start of the next school year. I am writing to you regarding the proposed legislation by Dannel Malloy which would affect teacher tenure. I request your support, as an educator, to make sure that Senate Bill #24 does not pass I am pleading with you to consider the impact this bill would have on the many dedicated teachers who impact the lives of our Connecticut children every day.

As a teacher, I fear that this plan, if passed, would have huge detrimental effects on our current educational system. One very harmful aspect of the plan is that it bases teacher tenure in large part on students' success on standardized tests. While I do believe that school systems should strive to maintain educational rigor and excellence in teaching, the details of this plan are problematic for several reasons.

For one, there are several grade levels and subject areas which are not assessed on standardized tests. It would be impossible to fairly evaluate teachers on different criteria if they are all measured in different ways. Also, this plan does not take into account the ways some school districts, such as my district, choose to group students with special needs. In my school, students with special needs are placed in one or two classrooms per grade level to effectively provide services in the least restrictive environment possible. If you were to look simply at the test scores from each classroom, not understanding the grouping of children within each class, it would appear that these one or two teachers at each grade level are less effective due to their students' lower overall test scores. In reality, those specific teachers have worked even harder throughout the year to differentiate instruction and provide a supportive learning community for many different types of learners.