

**Remarks of Janine Glavin
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**For the Education Committee
On Senate Bill 24, Section 30
Teacher evaluation**

February 21, 2012

I'm a mathematics teacher in Ellington. Let me start by saying thank you to the PEAC for all of their hard work and dedication to the framework. I am very happy to see that they are getting the whole school community involved in the evaluation process. However, I was concerned to see that the state testing does account for such a large portion of the evaluation. As a mathematics teacher with an enormous amount of patience, many of my students are struggling sophomores. They enter my classroom with as low as a 3rd grade skill level and I am expected to have them performing proficient on a 10th grade level by March! If this standard becomes part of the evaluation, good teachers will shy away from these struggling classes, leaving the students who need it most with first year mediocre teachers. In order to be fair and equitable, I would not be opposed to being evaluated on whether my students had growth throughout the year based on pre and post tests rather than an arbitrary grade 10 exam. Please reconsider the percentage and/or type of testing that affects teacher's evaluation.