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Connecticut school administrators
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**Connecticut Association of School
Administrators, Inc.
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**HB 5331 An Act Concerning the Implementation of the Revisions to the PEAC Guidelines
HB 5078 An Act Imposing a Moratorium on the Implementation of Common Core State Standards
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Principal, Israel Putnam Elementary School, Meriden, CT**

Thank you very much for the opportunity to submit this testimony on behalf of Connecticut school administrators. We appreciate all of the work by the Education Committee, the legislature, Governor Malloy, Commissioner Pryor and others to improve the quality of education in our state – a goal we all share wholeheartedly.

The overall purpose of the Connecticut Association of School Administrators (CASA) is to recognize, build respect for, and enhance the dignity of each and every school administrator in the state. Our efforts are focused on protecting and preserving the status and welfare of our members. We represent over 500 school administrators, below the rank of assistant superintendent, in elementary, middle, and secondary schools or working in their board's central office.

The last two years have been incredibly difficult for school administrators. While change is always a challenge, we believe that school administrators have been saddled with new mandates and requirements that will not improve the quality of education in our state. In fact, the level of frustration on the part of many lifelong educators has reached a point well beyond that experienced during the NCLB days.

Currently administrators are wrestling with an evaluation process that demands an unrealistic time commitment. Time is a precious commodity in our schools. We need a process that allows us to spend the majority of our time in this process providing support to teachers and helping them grow professionally. Instead much of this time is usurped by cumbersome paperwork and navigation through data systems that have proved more of a hindrance than a help. Our evaluation process needs to be tailored to the individual needs of teachers and we need to be able to differentiate the level of support and intervention necessary to ensure that every classroom is guided by a highly skilled educator. Let the administrators and teachers decide based on a number of data points what the evaluation plan should entail for each teacher.

While we appreciate the recent flexibility options enacted by PEAC and the attempt to codify these changes in statute, we offer the following overall recommendations for the consideration of policymakers:

1. Shift responsibility of developing the evaluation and support programs from the State Board of Education/SDE/PEAC to local school districts with the broader goals for these evaluations outlined in statute.
2. Include in state statute a representative of the Connecticut Association of School Administrators (CASA) on PEAC, to ensure the perspective of school administrators is represented.
3. Ensure that school administrators are part of collaborative processes at the local level related to developing evaluations and other professional development activities.
4. Among statutory goals, include peer collaboration and professional learning community provisions and require that SDE collect and disseminate model programs.
5. Eliminate use of standardized test scores in the evaluation of teachers and administrators.
6. Require teacher observations every three years, while allowing more frequent observations as determined by administrators/evaluators.
7. Ensure that any technology required to complete standardized tests is user-friendly for both students and teachers.
8. Eliminate "ineffectiveness" from statute as a criterion for the termination of a school administrator.
9. Delay implementation of these provisions to allow local schools districts ample time to comply.

Thank you again for the opportunity to submit this testimony. We stand ready to work with you to implement the most educationally effective reforms possible.