

# Litchfield Public Schools

35 Plumb Hill Road, PO Box 110, Litchfield, Connecticut 06759-0110

March 10, 2014

Education Committee  
Room 3100  
Legislative Office Building  
Hartford, CT 06106

RE: HB 5331

Dear Chairman Fleischmann, Chairman Stillman, Vice-Chairman McCrory, Vice-Chairman Bye, Ranking Member Ackert, Ranking Member Boucher and members of the Education Committee,

I am writing to support codifying the flexibility options proposed by the Performance Evaluation Advisory Council.

As an experienced evaluator, I strongly advocate for the importance of authentic, consistent, and on-going evaluation of all educators in order to maintain efficacy in retaining only effective teachers and administrators. Ultimately, it is incumbent on all involved in educator evaluation to implement evaluation plans with fidelity. In the event that a teacher or administrator is not an effective educator, proper implementation of the evaluation plan must provide genuine supports for improvement of practice, or removal of that educator if improvement is not realized.

As Superintendent of Schools in a district that participated in the 2012-2013 pilot of the SEED model plan, I am among the small group of educators in Connecticut with almost two years of practical experience in applying the requirements of the *Connecticut Guidelines for Educator Evaluation* (core requirements). Based on our experience during the pilot, my district's Evaluation and Professional Development Committee, supported by our Board of Education, wrote our *Litchfield Educator Evaluation and Development* plan without aligning completely with the SEED model. The most significant area of difference was the schedule for formal observations. When provided the opportunity to incorporate the flexibility options into our plan, we did so.

In sum, removing the standardized tests from the evaluation process, until measurable results are available, is the correct path to follow. Reducing the number of Student Learning Objectives to one SLO that is mutually agreed on by teacher and evaluator will more precisely focus professional practice and professional growth. These changes will strengthen the educator evaluator process making it more teacher-specific and increasing opportunities for growth in teacher effectiveness through more clearly identifying areas for improvement in practice.

Thank you for your time and attention in this matter.

Sincerely,



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