

Dear CT legislators:

I would like to take this opportunity to speak about TEVAL. Although there are some reasonable and sound components to this evaluation system, overall it has the potential to do more harm than good. Compiling all this paperwork is extremely tedious and time consuming. Time that is taken from planning lessons. We are losing sight of what is important in this profession. Helping students to learn is what is important. I know and readily accept the fact that I have to be evaluated by a supervisor and use student data to progress monitor. I just don't understand the rationale for requiring so many SLO's and so many time consuming pieces to this evaluation process. How is this a benefit to my students? I am a special education teacher with a high caseload of 32 students. I am responsible for writing at least 32 IEPs, scheduling meetings, progress monitoring, consultation, direct instruction of reading and math, correcting papers, report cards and IEP progress reports, 15 triennial evaluations which includes testing individual students and writing the 15 reports, and now TEVAL! Admittedly, I am a workaholic, but even I am struggling to keep my head above water. Please help to make this evaluation system more reasonable and less punitive. Thank you for your consideration in this matter.

Lori Grazuna  
Special Education teacher