

Questions for Student Nominees to the State Board of Education

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State Board of Education (SBE) ([CGS §§ 10-1](#), [10-3a](#) & [10-4](#))

- Consists of 10 voting members who serve staggered four-year terms, two nonvoting student members who serve one-year terms, and the president of the Connecticut State Colleges and Universities and the chairman of the technical high school system board who each serve as nonvoting, ex-officio members.
- Recommends a candidate for education commissioner to the governor.
- Has general supervision and control of the educational interests of the state, including preschool, elementary, and secondary education; special education; adult education; and vocational education. The educational interests of the state, as defined by law, are that (1) each student has an equal opportunity to receive a suitable program of educational experiences; (2) each school district finances at a reasonable level, at least equal to the state's minimum expenditure requirement, an educational program designed to achieve this end; (3) in order to reduce racial, ethnic, and economic isolation, each school district provides educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and may provide such opportunities with students from other communities; and (4) statutory mandates within SBE's jurisdiction are implemented.
- Sets state educational policy in collaboration with the governor and the General Assembly.
- Appoints five members to the 11-member technical high school system board.
- Authorizes charter schools.
- Adjudicates complaints against local boards of education that fail to implement the state's educational interests.

- Serves as the final administrative appeal board for issuing and revoking teaching certificates and other educational credentials needed to work in Connecticut public schools.

Questions for Nominees

1. What are the major issues you would like SBE to address during your term?
2. As a nonvoting member, how do you plan to influence the board's deliberations?
3. SBE makes decisions that affect public school students across Connecticut, not just in one school district. As a student member of the board, how do you plan to represent the interests of students all around the state?
4. In Connecticut, the Smarter Balanced test for grades 3-8 and the SAT for grade 11 has replaced the Connecticut-developed mastery tests. What has been your experience with these new tests?
5. One of the questions SBE recently debated is whether a teacher's evaluation score should be partially influenced by student mastery test scores (either Smarter Balanced tests or the SAT). Do you believe a teacher should be evaluated based on his or her students' test scores?
6. How much emphasis should be placed on test results in Connecticut schools today?
7. Along with teachers, public schools have many individuals working as specialized staff, such as guidance counselors, paraprofessionals, social workers, school psychologists, and nurses. Do you have any thoughts about how SBE can support these staff?
8. The legislature's Minority Teacher Recruitment Task Force is currently exploring ways to attract minority teachers to the state. How do you think students' school experience would change if more minority teachers were in the classroom?
9. Does Connecticut encourage high school students to explore all post-graduation options, including four-year colleges, community-technical colleges, and trade and apprenticeship programs?
10. Should students have more opportunities to earn high school credit for courses or activities they take outside the classroom, including online and college courses? How can the state ensure that these courses maintain high academic standards?

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