

Remarks of Shelley Lloyd  
Retired teacher  
Canton Public Schools

Before the Program Review and Investigations Committee  
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Good afternoon Senator Fonfara and Representative Rowe, and members of the Program Review and Investigations Committee.

My name is Shelley Lloyd, I'm now a retired teacher from Canton Public Schools, and I was the co-chairperson of the committee that researched, discussed and wrote the most recent Professional Evaluation document for the Canton Public Schools. I'm here today to provide more insight into how educators have been involved over the years in standards-setting, supporting the notion that it's time to give educators more direct decision-making authority for the profession through an educator standards board.

I want to start by saying that the Canton Schools have included teachers, administrators and members of the Board of Education in the writing of their evaluation documents for at least thirty years. This district recognized that all stakeholders had information, knowledge, and a vested interest in how the evaluation documents were written and implemented.

Canton's committees were comprised largely of teachers from all grade levels. These teachers volunteered for this task and were ultimately selected in concert with the assistant superintendent of schools, who was the co-chairperson of the committee. While administration was represented, the majority of the committee was comprised of classroom teachers.

Teachers, administration and members of the Board of Education worked for well over a year in a very collegial manner. All were involved in research and discussions, and ultimately the writing of the Canton evaluation document. The teachers wanted a document that would hold them to high standards, and at the same time provide a means to move teacher/student performance forward in a positive way. Classroom teachers were able to speak to actual

practices within the classrooms as they were carrying them out. The resulting document is one that is serving all in the school community well, and has served as a model for other districts.

The process Canton used was an excellent one. It recognized that *teachers* wanted high standards, and worked in a collaborative way with other stakeholders to achieve this goal. In addition to knowing what was happening in the classrooms ongoing, this group also researched current best practices and had extensive discussions to arrive at an excellent evaluation document for the teachers.

Why is this important for you to know? How does this connect to the issue of establishing an independent educator standards board in CT? Other professional groups, such as engineers, lawyers, doctors, and architects, have professional representation on their standards boards that govern their professions. There is recognition that, because they know their field best, they are the best prepared to set and implement standards, and make decisions for their profession. Educators are the professionals with the greatest knowledge of teaching and learning. They have demonstrated their ability and desire to set high standards for themselves. Expanding this work to decision-making through an independent educator standards board, will help reach the ultimate goal of moving student progress forward.