

**Education Mandate Relief Taskforce**  
Comments by the Connecticut Education Association  
January 7, 2014

Relief from teacher evaluation mandates that promotes accountability with flexibility

**Respond to public concern about overreliance on testing**

- Establish better alignment of student testing with intended purpose
- Eliminate invalid student standardized test scores as measures of student and teacher performance, especially CMT, CAPT, and SBAC
- Assure student growth measures are student-centered, used over time, and appropriately represent student growth to parents

**Address rigidity in teacher observation mandate**

- Provide flexibility so evaluators can focus formal, in-class observations on teachers who need the most support in any given year
- Continue to annually evaluate successful teachers through methods appropriate to their roles, experience, and ability

**Stop diluting where teachers and students focus their time and energies**

- Eliminate use of multiple student growth objectives
- Allow teachers to focus student growth through one single, meaningful, and appropriate growth objective
- Allow growth objectives for support specialists and teachers who don't primarily work directly with students to be appropriate for their roles

**Streamline teacher evaluation data collection to maximize student learning time**

- Eliminate duplicative and onerous record-keeping
- Address technical and infrastructure problems of computer-based data collection systems

The Neag study on the implementation of the SEED pilot program pointed out some of the same issues as addressed here :

1. a one-size-fits-all approach to developing student learning objectives;
2. enormous amount of time and energy required to complete required in-class observations of teachers, which confirmed administrators' previous knowledge of teachers' levels of proficiency;
3. the amount of time spent on uploading data into the management systems, and reports of technical problems encountered.