



On Target

AFT Local #2569

October 2018



Clarence Teachers Make the Difference

MAY 20, 2018 BY MURPH

Teachers' Extra Hours Are Different



For something that should be relatively easy to calculate, there is a lot of debate about just how many hours teachers work. Read the comments on nearly any online article about teaching and you will be met with vigorous disagreement on the matter. Make the claim that teachers should be paid more and you can be sure that someone will point out our seven-hour days, summer vacations, and breaks for the holidays. Argue that teachers are overpaid, and you will be besieged by outraged educators who will tell you just how many hours they spend on the job each week, how even their breaks are actually just more work, and how, when they're dead and buried, they'll still find a way to grade papers.

The data isn't particularly helpful, either. Like most topics people enjoy arguing about, you can find a study to support damn near any conclusion you want:

The NEA reports that teachers work an average of 50 hours per week.

The NUT teachers' union, in a survey of 3,000 of its members who were age 35 or younger, found that 74% worked 51 hours or more each week.

A 2012 report from Scholastic and the Gates Foundation put the average at 53 hours per week.

Teachers self-reported working a mean of 43.7 hours on the Census Bureau's Current Population survey.

And the Bureau of Labor Statistics, employing time-use surveys, found that the average teacher works about 40 hours per week.

But whether teachers are working five hours beyond their contractual time or fifteen, what's almost always left out of this debate is the fact that **teachers' extra hours are different.**

When a police officer works extra hours, she gets paid extra money. Same for nurses and nearly every hourly employee in the country. You'll never see headlines like these about teachers:

Detroit police overtime pay up 136% over 5 years

Overtime allowed several East St. Louis police officers to earn more than \$100K in 2017

5 Lansing bus drivers made more than \$100K in 2016

Outcry over firefighters making up to \$400,000

There is no overtime pay in education. Teachers who work even one extra hour per week know they will get nothing in return.

Hard-working teachers also have no hope of being promoted. To what job would they be promoted? There's no going to the principal, explaining how many hours you dedicate to the job and how your efforts have resulted in greater student achievement, and then asking for a raise. Teachers who work extra hours do so with the full knowledge that it will not lead to a better, higher-paying job.

No matter how great a teacher you are, how much you improve test scores, how loved you are by parents and students, how respected you are by your boss and colleagues, and how much your contributions improve the performance of your school, you will not receive a year-end bonus check. There are no bonuses for hitting targets in education. Teachers who work extra hours to be successful with students will get nothing but satisfaction for their efforts.

Unlike small business owners, who are well-known for their long hours, teachers have no hope that their sacrifices today will lead to a brighter tomorrow. There's no slaving away for ten years as you build your classroom practice with the hope that, eventually, it will all pay off in the end. Teachers start over every year. No one cares how effective you were if you no longer are. Extra hours early in your career don't lead to riches later in your career.

This is how teachers' extra hours are different: **In literally every other field, the person who puts in extra work expects to benefit financially.** Only in education do we expect people to work more hours solely for the benefit of others. And that's why whenever I read something that questions how many hours teachers actually work I want to scream.

Even teachers who donate a single hour of their time can claim the moral high ground over every other professional because teachers' extra hours are, by definition, altruistic.

Merriam-Webster: *Altruism* refers to a quality possessed by people whose focus is on something other than themselves.

Every time you see a teacher leave work thirty minutes after her paid day has ended, or take work home on the weekend, or check papers at her kid's soccer game, you are seeing a person who is acting selflessly.

No one will pay her for her time.

No one will promote her.

No one will slip her a bonus check at Christmastime.

Most of the time, no one will even thank her.

Instead, they'll hop on the Internet and explain how selfish and greedy teachers are for those pensions they'll earn after working countless hours at no taxpayer expense over their 30-year career.

And if the ignorant carping weren't bad enough, teachers who go the extra mile are often punished by their employers. In every other field, going above and beyond is rewarded. In education, doing more leads to more work. If you work hard to become an expert classroom manager, you can expect to get the toughest students. If you're competent and conscientious, you get asked to lead school initiatives (usually with little or no extra pay). If you're dedicated and hard-working, you'll be expected to attend after-school events (again, without pay).

With the exception of positions like coaching or department chair (which tend to pay peanuts), every hour — no, every *minute* — of time that teachers work beyond their contracts is given with absolutely zero expectation of it personally benefiting them.*

Teaching is the only line of work where this is true, and that's why teachers extra hours are different and it's also why the argument about how many hours teachers actually work misses the point entirely.

*Except in that warm fuzzy feeling kind of way we always expect should be enough for teachers, since they're working with kids and the job is so meaningful and all that hoo-hah. Odd that we don't feel like that's enough for pediatricians.

• Editor's Note

Each month the On Target will come out near the end of the month.

If you have something that you would like included, please send as a **Word document** by the 20th of the month to:

lpunek@clarenceschools.org

Items that could be included are: Articles dealing with education/unions, Good ideas for teaching, something humorous/light dealing with education, Information for sharing, Opinion pieces on education, Advertisement for a service you provide.

GOP state Senate leader calls teachers' unions 'forces of evil'

By **Carl Campanile**

October 15, 2018 | 3:08pm | Updated



John FlanaganAP

Republican Senate Majority Leader John Flanagan on Monday called the state teachers' union part of the "forces of evil" spending millions of dollars to try to bring one-party Democratic rule to New York.

Flanagan made the remark a day after telling The Post that **the expansion of charter schools could grind to a halt** if union-friendly Democrats control all branches of government — the governor's office, the Assembly and the Senate.

Republicans hold a 32-31 majority in the state Senate — the last bastion of GOP power. Democrats hold a 2-1 majority in the Assembly and Gov. Andrew Cuomo, a Democrat, is favored to win a third term.

“You have incumbents that are in tough races and we have what I describe [as] outside forces and some of them have almost become like the forces of evil spending millions and millions of dollars,” Flanagan said in an interview on Albany’s “Capitol Pressroom” radio show.

Flanagan fingered the New York State United Teachers union as the ringleader of a labor coalition trying to topple Republicans in the Nov. 6 elections.

“I believe that NYSUT has demonstrated they want one-party rule,” he said. “They don’t like the way things are going. They spent over \$5 million in the last cycle.”

Relations between the GOP-run Senate and the teachers’ union frayed after Flanagan drafted a bill in June that linked a prohibition on using students’ test scores to rate teachers — which the teachers’ union liked — to expanding charter schools, which labor leaders oppose.

City teachers union president Mike Mulgrew blasted the charter provision as a poison pill — and Democratic lawmakers and Cuomo sided with the unions.

Because of the standoff, no action was taken on either measure.

Labor sources told The Post following the dispute that an aggressive campaign would be waged to flip the Senate.

“We have worked diligently with them and we continue to do so, but they gratuitously go after our members,” Flanagan said of the union. “They just don’t want to have the Republicans there because we don’t go blithely along with everything they want.”

The head of NYSUT said Flanagan’s “evil” comment was beyond the pale.

“Sen. Flanagan must be getting desperate if he’s saying that more than 600,000 educators are forces for evil,” said NYSUT president Andy Pallotta.

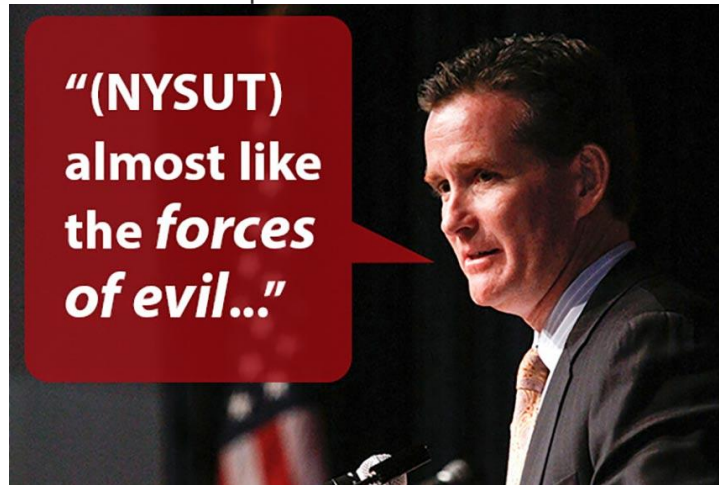
Meanwhile, the state Republican Party filed a complaint with the Board of Elections alleging illegal coordination among labor unions aiding Democratic candidates for the Senate.

• Unions – Forces of Evil????

October 16, 2018

Fired up yet? Volunteer to phone bank!

Source: NYSUT Legislative and Political Department



Volunteer to phone bank with your NYSUT colleagues to support pro-education and pro-labor candidates!

[Download the schedule](#) and find a location near you!

Now we know what Senate Majority Leader John Flanagan really thinks.

In a recent radio interview, Senator Flanagan complained about NYSUT's efforts to fight to defend educators, saying we're one of the "forces of evil" fighting for reform in Albany. That's right: he thinks we're evil. That must be why he and his colleagues chose to turn their backs on educators so they could cozy up to Wall Street billionaires and the charter industry.

DOWNLOAD THE SCHEDULE (PDF) and take action to volunteer for NYSUT phone banks... and help RETIRE John Flanagan as Senate Majority Leader!

Senator John Flanagan has consistently opposed and blocked key initiatives and investments that could have helped strengthen public schools, while at the same time working to undermine and threaten the rights and financial security of working people.

Now, by grossly insulting hard-working, dedicated educators all across the state, Senator Flanagan has made it clear that as long as he remains the Senate Majority Leader, educators and working people will never get a fair shake. But you and I can do something about that.

DOWNLOAD THE SCHEDULE (PDF) and take action to volunteer for NYSUT phone banks... and help RETIRE John Flanagan as Senate Majority Leader!

We are now just weeks away from the November election, and we can be the difference in the outcome! Will you help?

In solidarity.

Andrew Pallotta
NYSUT President

Let's get the word out: Teaching is a noble profession



Jolene DiBrango, Guest Essayist Published 9:10 a.m. ET Oct. 11, 2018

(Photo: El-Wise)

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Education, said child advocate Marian Wright Edelman, is about improving the lives of others and leaving your community and world better than you found it.

As a sixth-grade teacher for more than 20 years, there's nothing more humbling than to think that I had a role in improving the lives of young people. I am proud that, along with my dedicated colleagues, we worked together to make our suburban Rochester community a better place. Maybe someday one of our former students will cure cancer or lead a technological advance that today we cannot even imagine.

Too many young people, unfortunately, don't see teaching as an attractive career option. It's one reason that New York faces a looming teacher shortage — and why lawmakers and policymakers must act quickly to help avert a crisis.

About one-third of the state's 210,000 classroom teachers are at — or approaching — retirement age. The SUNY chancellor predicted in 2017 our state would need 180,000 new teachers in the next decade just to make up for retirements and resignations. Yet, despite this growing demand for educators, enrollment in state college and university teacher preparation programs has fallen by nearly 50 percent since 2009. Teacher attrition — trained educators leaving the profession — remains a vexing problem across the state, especially in large urban districts.

While New York is not yet in full-blown crisis mode, many districts are already experiencing shortages, especially in bilingual education; special education; math and science; and career and technical education. For now, the shortage seems to be hitting rural districts most acutely, with some beginning this school year with critical teaching positions unfilled.

New York State United Teachers is committed to advancing solutions. We recently launched a new initiative — “Take a Look at

Teaching” — to attract more talented and dedicated young people and even adults into the profession. Part of the challenge, too, is building a more diverse teaching force. All students benefit when their teachers look more like the world around them.

At NYSUT, we are hard at work trying to convince policymakers to remove roadblocks and enact policy changes that will support a more vibrant, attractive — and diverse — profession.

How can New York restore luster to the teaching profession?

First, teachers want more respect and autonomy.

While the angry rhetoric about teachers has largely subsided, many students — and their parents — remember when teachers were treated like public enemy No. 1. New York won't succeed in inspiring more young people to choose teaching as a personally rewarding career until all our elected leaders show the profession the respect it deserves.

It's more than lip service that teachers want. Teachers also want the autonomy and independence granted to other professionals. Teachers know what works and, perhaps more importantly, what doesn't work in the classroom. If New York is to make teaching a more attractive career choice, it has to end the tyranny of standardized testing, fix its disastrous evaluation system and — to put it bluntly — stay out of our way and let us teach.

New York State must also do more to keep the great teachers it already has. Quality mentoring programs and professional learning are proven ways of supporting new teachers. A greater investment in these programs would help stem the exodus of highly qualified young people, who grow frustrated with a lack of support and leave. New York can also remove unnecessarily burdensome hurdles to achieving certification — while maintaining high standards — and, at the same time, recognize the heavy student debt burden faced by young people. Loan forgiveness for those who begin teaching in hard-to-staff areas is an idea worthy of serious discussion.

Through these and other steps, New York's leaders can help avert this looming crisis and join our statewide union in delivering a very important message: Teaching is a noble profession. Come and join us.

Jolene DiBrango, a former middle school teacher in Pittsford, is executive vice president of New York State United Teachers.

TEACHERS: THE REAL MASTERS OF MULTITASKING

1,500

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY SCHOOL DAY



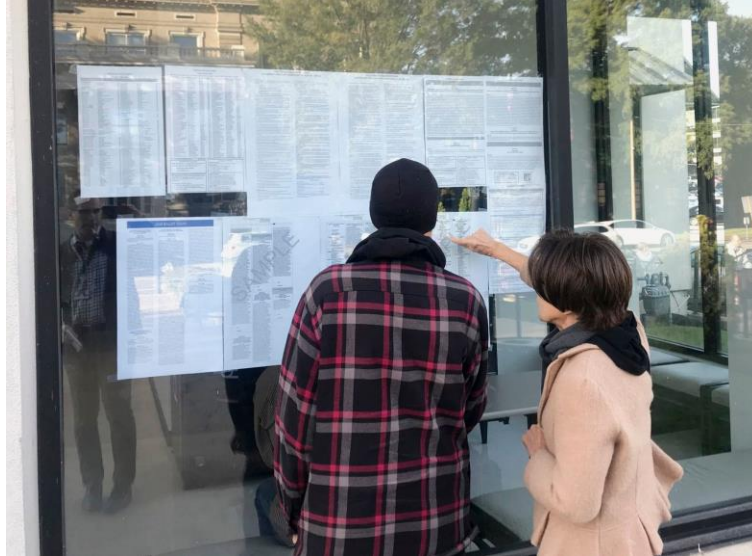
4

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY MINUTE

The average classroom teacher will make 1,500+ educational decisions every school day.
In a 6-hour school day, that's more than 4 decisions every minute.
How multitasking is that? :)

**WHEN UNIONS
ARE STRONG
AMERICA IS
STRONG**

Education professor: My students asked who I would vote for. Here's what I told them.



Voters read sample ballots outside the Pulaski County Regional Building in Little Rock on Monday.
(Andrew DeMillo/AP) (Andrew Demillo/AP)

By **Valerie Strauss**

Reporter

October 22

Educational psychologist David Berliner is one of this country's most distinguished education researchers. Regents' professor emeritus at Arizona State University, he is a former president of the American Educational Research Association and a former dean of the College of Education at Arizona State. He has also taught at the University of Arizona, the University of Massachusetts and Stanford University, as well as universities in Canada, Australia, the Netherlands, Denmark, Spain and Switzerland.

Berliner has won numerous awards in education and written more than 200 articles, chapters and books. Among his best-known works are two books he co-wrote, "[The Manufactured Crisis: Myths, Fraud, and the Attack on America's Public Schools](#)" and "[Collateral Damage: How High-Stakes Testing Corrupts America's Schools](#)." He co-edited the first handbook of educational psychology, and his most recent co-written book, "[50 Myths & Lies That Threaten America's Public Schools](#)," was published in 2014.

Berliner sent the following to me. He explained that some of his students had asked how he planned to vote in the midterm elections next month, and he decided to explain in written detail. I am publishing it because it is more than an

explanation of one man's electoral preferences but a detailed look at public schools today and the state of efforts to "reform" them.

[What the numbers really tell us about America's public schools]

By David Berliner

As the midterm elections draw near my students asked me to talk a bit about my voting preferences. I decided to write out my answer to them because my response is lengthy and perhaps a bit unusual.

I asked my students and colleagues not to vote for those who want to improve or reform the schools. I told them that I was done voting for politicians who spout this foolishness over and over again! Too many of them are wasting their time, my time, our money, and they are hurting our country, as well.

I explained that the big problems of American education are *not* in America's schools. So, reforming the schools, as Jean Anyon once said, is like trying to clean the air on one side of a screen door. It cannot be done!

It's neither this nation's teachers nor its curriculum that impede the achievement of our children. The roots of America's educational problems are in the numbers of Americans who live in poverty. America's educational problems are predominantly in the numbers of kids and their families who are homeless; whose families have no access to Medicaid or other medical services. These are often families to whom low-birth-weight babies are frequently born, leading to many more children needing special education.

Educational problems also have roots in the numbers of kids living in dysfunctional families where opioid and other drug addictions, or mental illness, is not treated. Our educational problems have their roots in families where food insecurity or hunger is a regular occurrence, or where those with increased lead levels in their bloodstream get no treatments before arriving at a school's doorstep. Our problems stem also from the harsh incarceration laws that break up families instead of counseling them and trying to keep them together. And our problems relate to harsh immigration policies that keep millions of families too frightened to seek out better lives for themselves and their children.

Yes, of course, there are in-school problems that need fixing, such as the re-employment of all the social workers, nurses, counselors and school psychologists lost after the recession of 2008. While all these people are important staff at their schools, we should remember that their skills are particularly needed because of all the problems I just mentioned above.

So many of these problems of American education have their start in the tracking of America's children — but not necessarily by their schools! Our children are tracked into different neighborhoods on the basis of their family's income, ethnicity, and race. This is where our school problems begin. We seem blind to the fact that *housing policies that promote that kind of segregation are educational policies, as well.*

When you allow overwhelmingly wealthy, middle-class, and poor neighborhoods to develop, you destroy the chance for the neighborhood school to help better our children by bringing diverse income, racial, and ethnic groups together.

Neighborhood schools, affectionately supported in American folk beliefs as a great equalizer in the melting pot we think of as America, now perform on assessments almost exactly as that neighborhoods' income predicts they will. The neighborhood school in a society with an apartheid-lite housing policy is killing us!

Do we have an apartheid-lite system of education? We certainly do not have the legally sanctioned apartheid of South Africa. But we should recognize that we do have heavily segregated systems of housing. In New York and Illinois, over 60 percent of black kids go to schools where 90-100 percent of the kids are nonwhite and mostly poor. In California, Texas and Rhode Island, 50 percent or more of Latino kids go to schools where 90-100 percent of the kids are also not white, and often poor. Similar statistics hold for American Indian kids. And throughout rural America there is almost always a "wrong-side-of-the-tracks" neighborhood, or a trailer park area, in which poorer people are expected to live. And kids in those neighborhoods generally go to schools with the other kids from those neighborhoods.

These realities of contemporary American life have powerful effects on schooling in America. For example, I can predict quite accurately the percentage of kids that score at certain levels on standardized tests by knowing characteristics of the families who send their kids to their neighborhood school. I don't need to know anything at all about the teachers or curriculum at that school. If I want to, I can probably skip the expense of the test!

Research demonstrates that If you know the average income, the average level of parental education, and the percentage of single-parent households in a community — just these three variables — you can predict with great accuracy the performance on the standardized test scores used by that community to judge its schools. We don't really have to give the tests because we already can accurately predict the aggregate scores of schools and townships. It's not the quality of our teachers or curriculum that allows such remarkably accurate predictions: Demographics allow for that. Although demographics may not be

destiny for an individual, it is the best predictor of a school's outcomes — *independent of that school's teachers, administrators and curriculum!*

We can demonstrate that fact again by going to America's heartland, Nebraska. In a recent year, the poverty rate in a middle school in the Elkhorn school district, near Omaha, was under 3 percent. In that same year the poverty rate in a middle school in the nearby city of Omaha was about 90 percent. If you determined the poverty rate for every middle school and correlated that with their achievement scores in reading on the Nebraska State Accountability system (NeSA), you would find that they correlate $-.92$. This is almost perfect prediction!

The higher the poverty rate, the lower the scores. This allows me, if I wanted to, to skip the test altogether because I can predict with great accuracy the aggregate performance of the students in these Nebraska schools. And if I wanted to know how individual students were doing, I would simply ask a teacher. They really are quite good at describing the skills possessed by each of their students!

What we are left to wonder about from Nebraska's data is this: Do all the good teachers and administrators in Nebraska work in the Elkhorn district? Similarly, we must wonder if all the bad teachers and administrators work in Omaha's poorest schools? I don't think so! It is much more likely to be family income, and all that correlates with income, that determines the standardized achievement test scores in Nebraska and elsewhere.

Another research study demonstrates that standardized achievement tests show huge differences in scores based on the income of students' families, and the schools to which that family income allows access. In this international test with an average score of about 500, low-income kids, in schools that cater to low-income kids, scored 455. But high-income kids in schools that cater to high-income kids scored 607! That is about a standard deviation and half difference — a *huge* difference. The fiscal, social, and intellectual capital available to kids in these socioeconomically separated schools produces these large differences — *independent of the quality of teachers, administrators, or the curriculum used.*

These differences in school achievement occur as a function of differences in family income and the housing choices associated with family income, as well as the employment policies, health policies, and policies about law enforcement and the sentencing of those found guilty of crimes. It is this profusion of policies, *rarely thought about simultaneously*, that determines the huge differences in achievement scores between schools, and between school districts.

It's really not the teachers. It's really not the curriculum. It is us! We the people, inhabiting the richest country in the world, have kept too many vulnerable

families in positions of vulnerability for far too long. That is what affects their children and the achievement levels of the schools attended by those children. Did you know that when you fall into poverty in the United States of America through loss of job, illness, drug or gambling addiction problems, and the like, you are likely to spend more time in poverty than in many other Western countries? Other countries have social services to get families back on track.

We have limited such services, and families that fall into poverty in the United States are more likely to spend many more years in poverty than in other Western countries. I think too many contemporary lawmakers in the United States believe what our Founding Fathers believed — namely, that it is God's will that some families fall into poverty. Meanwhile, in many European democracies, the state tries to relieve God of her responsibility to determine which families are destined to live in poverty!

Despite the irrefutable relationship of poverty to school achievement, some states, like my own, go on to promote an insulting and highly misleading educational policy. We Arizonans grade our schools A-F (based on their test scores). When we do this, of course, all we have done is judge, from A-F, the kinds of lives that are lived by the majority of the kids at that school. In reality, it's not the quality of the schools that is assessed. Instead, what is assessed are the lives of the families who attend those schools. The grading of schools serves the real estate community quite well. But those grades tell the public nothing about the quality of teaching and caring in a particular school.

Fifty years ago, James Coleman shocked the education community by asserting that a plethora of out-of-school factors were the real determinants of in-school quality. A recent re-analysis of that report found that Coleman did not recognize in his own data the power of the cohort in a grade, or in a school, to also have a large influence on the quality of schooling, separate from the out-of-school factors that determine school quality.

Independent of those out-of-school factors (such as family income and neighborhood characteristics) were the characteristics of the cohort in one's class or school. The cohort had independent effects on learning outcomes. What this means is that in America's neighborhood schools, an apartheid-lite system of housing affects scores in two ways: first through the out-of-school factors that negatively affect achievement, and secondly, through powerful cohort effects in the schools attended by children of a particular neighborhood.

Neighborhoods that might be just a few blocks from each other have a formidable influence on school cultures through the cohort effects at a school site. Students just a few blocks apart have been found to have quite different adult earnings and social status. Middle-class visions of appropriate behavior and preparation for college may be the norms developed at one neighborhood

school, while lower-class visions of appropriate behavior and schooling could well be the norms that pervade another school just a few blocks away.

So the A-F grades given to schools according to their achievement test scores really have their roots in neighborhood income; the percentage of single-parent families in the neighborhood; the churn rates of teachers and administrators at the school, as well as the churn rate of families in the neighborhood; the absentee rates of students at the school; and so forth. These A-F grades simply do not provide insight into the quality of the teachers and the nurturance of students at a particular school site.

Neighborhood schools in the U.S. hurt our nation. But this is not a reason to support charter or private schools, which are too frequently highly selective about who they let in and who they are willing to keep in their schools. In a democracy, if any public dollars are used for schooling, that school should serve all our kids, just as we expect the police and fire departments to serve us all.

Despite the naysayers and advocates for charter and private education at public expense, it turns out that America's public education system is remarkably successful. For example, on the recent PISA international tests, white public-school students in the U.S.A. outscored students in Korea and Hong Kong in science. That's not too shabby, but it was underreported. And on the reading test, our white public-school kids outscored Korea and Japan, two nations that are often held up as models for our schools to emulate. Again, that's not too shabby! We should note that white kids in the United States have a poverty rate of about 9 percent, while black and Hispanic kids, who did not score nearly as well, have poverty rates exceeding 20 percent! Could it be poverty and its sequelae, rather than teacher incompetence, is at the root of America's educational problems?

Our public schools produced other effects our newspapers too often refuse to report. For example, in international ratings of entrepreneurship, we hold the highest ranking in the world, both for men and for woman. In international comparisons of creativity, we rank among the highest in the world. In gross domestic product earned per hour worked by American labor, we are by far the leaders of the industrialized world.

What we have is an amazingly successful system of public education, *overall*, but one that simultaneously fails too many of our minorities and too many of our poor people. In my opinion, democracy's most serious contemporary problem is the fact that minority status and poverty are so highly correlated.

What would provide a public-school system that might work for all its attendees? I'd nominate housing policies that can help integrate various income and racial groups who attend our public schools; policies related to a minimum

wage and employer-provided benefits, such that workers can afford decent housing and nutrition, and where workers can expect a decent pension at the end of their working lives; policies that provide access to health care for all; policies that help our police and our courts to be more family-friendly. The policies I see most helping our schools are not directed toward teaching and learning in our schools. My concerns are elsewhere.

I am certainly not against improving our schools. Like many others who study schooling, I have my own suggestions about how to do that, based on some solid research evidence. But if I can find them, I am only going to vote for those who understand that the root problems of our schools are not in our schools. It is past time that we stop worrying about reforming and improving our schools. Instead, we need to ensure that we have programs that can improve our society. Shifting our gaze away from schooling and looking instead at the quality of the lives lived by the families whose children attend our schools might prove to be the surest way to improve American education. From now on, candidates who understand that are the ones who will get my vote.



Valerie Strauss Valerie Strauss is an education writer who authors The Answer Sheet blog. She came to The Washington Post as an assistant foreign editor for Asia in 1987 and weekend foreign desk editor after working for Reuters as national security editor and a military/foreign affairs reporter on Capitol Hill. She also previously worked at UPI and the LA Times. [Follow](#)



APPR/TEACHER EVALUATION

October 09, 2018

Growth scores aren't 'worth the paper they are printed on'

Source: NYSUT Media Relations



ALBANY, N.Y. October 9, 2018 — As teachers begin to receive their state-required evaluations, New York State United Teachers today characterized the mysterious “growth scores” that are pretending to measure their effectiveness as “not worth the paper they are printed on.”

“They should be tossed right into the wastepaper basket,” said NYSUT President Andy Pallotta. “New Yorkers overwhelmingly support their teachers and their public schools. They already know that our educators are caring, dedicated, professional — and highly effective with students. Parents are supportive and students are graduating at near record rates. They don’t need some mysterious mathematical algorithm cooked up in secret to tell them that. New Yorkers also know — as we at NYSUT most emphatically do — that students and their teachers are much more than their standardized test scores, especially when those scores are based on long, frustrating and unreliable state tests that don’t produce useful information for anyone.”

Pallotta added, “Bogus evaluations produced by the state, tied to indecipherable mathematical formulas and invalid, inaccurate standardized tests, are precisely

why state legislators must act immediately to pass evaluation reform legislation.”

Pallotta noted that [legislation to vastly improve the teacher evaluation process](#) sailed through the Assembly last spring and the governor indicated he would sign it. Its Senate “same as” companion — S.8301 —garnered bi-partisan support from 55 of the 63 senators, but fell victim to the charter industry’s lust for even more funding in the session’s waning hours.

“This legislation makes the evaluation system fairer. It would once-and-for-all decouple these flawed standardized tests from teacher evaluations and permanently eliminate the state growth score. It would return evaluations to local control, where districts and local unions can decide, through collective bargaining, on performance review systems that meet the unique needs of their own communities,” Pallotta said. “Passing this bill — and eliminating junk science while ending the state’s testing obsession — will be NYSUT’s highest legislative priority. Teachers deserve evaluations which are fair; help them to hone their already high skill level, and meet the needs of their own students and communities. This bill does that.”





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